

CTA
JOURNAL



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1705 Murchison Drive
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Official Publication of the
California Teachers Association

Contents for April, 1961

VOLUME 57, NUMBER 4

AN IMPORTANT PAGE in the history of public education was written February 28 when President Kennedy's bills for federal support were introduced in the Congress. As shown in our cover photograph, Dr. Clarice Kline, NEA president, was on hand to congratulate the President as HEW Secretary Abraham Ribicoff looked on. The President's message is reproduced on page 6; the larger group at the White House is shown on page 8.

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CTA JOURNAL is the official publication of the California Teachers Association. It is published the first of each month except June, July, and August. ENTERED as second class matter at San Francisco postoffice January 23, 1906, under Act of Congress of March 3, 1879. COPYRIGHT 1961 by the California Teachers Association, Burlingame, California. Permission to reproduce any portion must be granted in writing. Contents are listed in Education Index. Member of Educational Press Association of America. ADVERTISING: Orders and inquiries to CTA Journal, 1705 Murchison Drive, Burlingame, Calif. National advertising representative: State Teachers Magazines, Inc., 307 No. Michigan Avenue, Chicago 1, Illinois. MEMBERSHIP DUES in CTA are \$22 a year, including Section and State, payable for the calendar year. Dues include subscription to CTA Journal.



SUBSCRIPTION to CTA Journal for non-members is \$2 a year, foreign subscriptions \$3 a year. Group subscriptions to board members and lay leaders may be ordered by CTA-chartered local associations at \$1 per year for each. CHANGE OF ADDRESS: Members are requested to notify Membership Records department, CTA, 1705 Murchison Drive, Burlingame, Calif., at least a month before normal delivery date for change of address, stating both old and new addresses. Postmaster: Form 3579 requested for transmittal to Burlingame. MANUSCRIPTS, photographs, cartoons, and special art on educational subjects are invited but the publisher of CTA Journal assumes no obligation for return or compensation. All correspondence should be addressed to the editor. Opinions of writers do not necessarily reflect policies of the California Teachers Association.



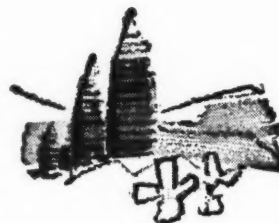
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Teaching as a *Communications Art*

By Harry A. Grace

**... with ten steps the teacher must take
to clear the channels to effective learning.**

AS AN ARTIST retouches his picture he reduces the *unintended* aspects of his painting. He asks himself, "Does the purpose which I intended this painting to convey come through in all its fullness?"

As teachers, we often let minor clouds hide our sunshine. Thus a teacher may be interested in the great sweep of history but use true-false tests which chop history into isolated tidbits. Once a teacher knows his purpose, however, learners are more likely to understand his message.

There are two time-tested methods to clear noise from our communication channels. First, we try our ideas on ourselves. That is what a painter does when he retouches his picture. The second method is that of repetition. We begin by indicating what it is we are going to say. Then we say it. Finally, we summarize what we have said. By editing our ideas and by repeating them, the chaff of noise separates from the kernel of purpose. This is the first action a teacher must take in order to communicate successfully.

Watch Your Audience

One of the errors in teaching is that of giving tests *after* the subject-matter is completed, when there is no chance to improve our communication, rather than while the material is being presented, in order to improve our communication with students.

Even if the class receives the message, the teacher must expect that students will read into it their own ideas. "I pledge a legion to the flag . . . and to the republic of Richard Sands. . . ." This classic parody exemplifies the way in which learners read their own ideas into material. In teaching children the Lord's Prayer, we have found it important to translate into their terms each phrase in

order that they understand the prayer as well as respect its ceremonial beauty.

Watching our audience means two things: being concerned with whether others receive what is said, and being concerned with what meaning they attach to what has been said. It challenges the teacher to leap ahead with those students who reach conclusions before the teacher speaks, and yet to stay behind with those who want to hear the message repeated until it makes sense to them. A successful teacher, having cleared the noise from his own channel, will certainly watch the effect which his messages have upon the class.

Choose Your Words

"The trouble with the relations between Britain and the United States," a diplomat explained, "is that both countries believe they speak the *same* language!"

The first obstacle to be overcome in communicating with a class is to find a common language. In order to get his ideas across, the teacher must be skilled in choosing the correct word and combination of words. This requires a command of vocabulary and grammar often grossly underestimated by persons unfamiliar with the teaching profession.

If an idea is important enough to communicate to others, then the message ought to be in suitable language. It ought to be easy to read. It ought to delight the ear. And, above all, it must make the correct effect upon the audience.

Establish Confidence

Imagine the principal's surprise as he observed teacher reaction to movable desks and chairs! In room after room, teachers and students had lined the desks and chairs in equal rows facing toward the teacher's desk! The principal's justification for movable desks and chairs rested upon the notion that in-

creased mobility would allow for small groups of students working together. The teacher could vacate her traditional place in front of the classroom and circulate among the students. But now he realized that neither students nor teachers had the confidence necessary to change their approach to learning—even with the greater flexibility permitted by mobile furniture.

In order to play his role well, the teacher must understand the limits *and* the solutions provided by the community in which he works. He must employ these limits and solutions to establish the confidence necessary for ideas to be put into practice.

One artist may be limited to the use of oils and another to water colors. A poet may find that he can write only blank verse. A composer may select the symphony as his means of expression. An author may write only novels. An athlete may play one sport. But the teacher, as an artist, must continually change the *medium* in which he works in order to communicate successfully a variety of ideas to different students.

The teacher is also challenged by the need to use different *channels* within any medium of expression. If one book does not make sense to a student, a teacher suggests another. If the student finds it difficult to paint a still-life, perhaps he can better paint a landscape. If he cannot play the oboe, he might do well on the violin. The teacher differs somewhat from other artists because the teacher is more devoted toward the *purpose of learning* than he is toward teaching a particular idea or skill in a particular way.

Avoid Three Traps

However aesthetic the course of teaching may be, it is not always smooth. There are at least three traps along the way.

The teacher becomes an "insecurity
Turn to page 27

Dr. Grace is dean of students at State College of Alameda County, Hayward.



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CTA Journal, April 1961



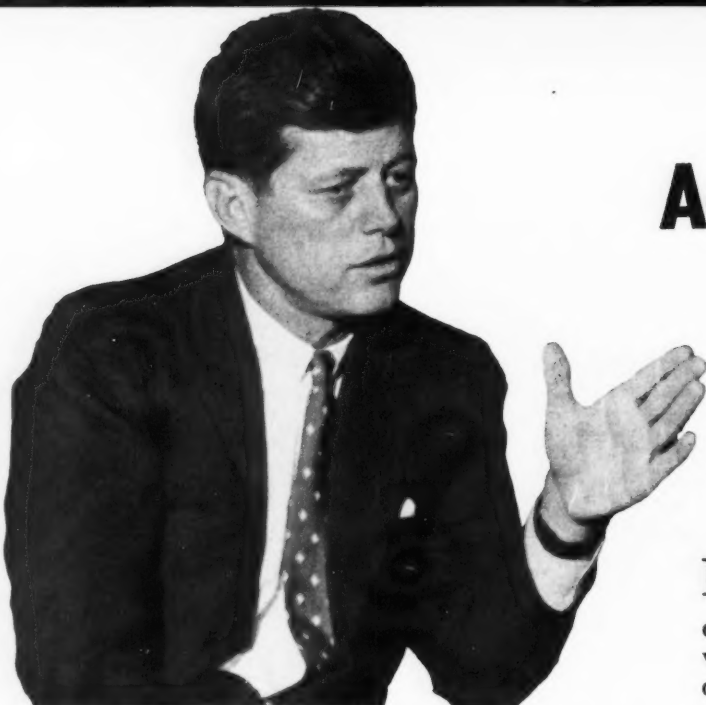
ARTHUR F. COREY
CTA Executive Secretary

Good Working Conditions Promote Professional Goals

RECENT emphasis in the CTA program has been directed toward improvement of standards of preparation and service for teachers. Prolonged study of teacher education with subsequent development of CTA policy has resulted in legislation now pending for credential revision and for the establishment of a professional commission to advise the State Board of Education on all matters of licensure. The work of the Section and State Commissions on Personnel Standards and Ethics has resulted in policies and machinery for the determination and enforcement of standards of professional conduct. The Commission on Educational Policy has studied problems of curriculum and method and is using a variety of techniques to synthesize and express professional opinion on such issues. These, and other similar activities, are commonly referred to as the "professional" aspects of our program. I take great pride in the fact that I have had a part in the promotion and development of the professional standards movement within the CTA.

There is now evidence that there is an inclination on the part of some of our critics to label anything in our program which seeks to improve the security or economic welfare of our members as "unprofessional." Well prepared teachers cannot be expected to continue to fulfill high standards of conduct and performance if working conditions make such performance almost impossible. When CTA proposes and secures the acceptance of standards which can be met only by our most capable young people, then CTA must seek to guarantee that these high quality teachers are given working conditions which make it possible to do a creative job. There is nothing "unprofessional" about good tenure, attractive retirement, decent teaching loads and adequate salaries. Progress in professional standards and improvement of teacher welfare must **both** be vigorously pressed. It is the balance between these objectives and the relationship between them which makes our program professional.

A.F.C.



FULL TEXT of the President's special message of February 20, embodying principles long endorsed by CTA and NEA, is given below:

Our progress as a nation can be no swifter than our progress in education. Our requirements for world leadership, our hopes for economic growth, and the demands of citizenship itself in an era such as this all require the maximum development of every young American's capacity.

The human mind is our fundamental resource. A balanced Federal program must go well beyond incentives for investment in plant and equipment. It must include equally determined measures to invest in human beings—both in their basic education and training and in their more advanced preparation for professional work. Without such measures, the Federal Government will not be carrying out its responsibilities for expanding the base of our economic and military strength.

Our progress in education over the last generation has been substantial. We are educating a greater proportion of our youth to a higher degree of competency than any other country on earth. One-fourth of our total population is enrolled in our schools and colleges. This year 26 billion dollars will be spent on education alone.

But the needs of the next generation—the needs of the next decade and the next school year—will not be met at this level of effort. More effort will be required—on the part of students, teachers, schools, colleges and all 50 states—and on the part of the Federal Government.

Education must remain a matter of state and local control, and higher education a matter of individual choice. But education is increasingly expensive. Too many state and local governments lack the resources to assure an adequate education for every child. Too many classrooms are overcrowded. Too many teachers are underpaid. Too many talented individuals cannot afford the benefits of higher education. Too many academic institutions cannot afford the cost of, or find room for, the growing numbers of students seeking admission in the 60's.

Our twin goals must be: A new standard of excellence in education—and the availability of such excellence to all who are willing and able to pursue it.

Assistance to Public Elementary and Secondary Schools

A successful educational system requires the proper balance, in terms of both quality and quantity, of three elements: Students, teachers and facilities. The quality of the students depends in large measure on both the quality and the relative quantity of teachers and facilities.

Throughout the 1960's there will be no lack in the quantity of students. An average net gain of nearly one million pupils a year during the next ten years will overburden a school system already strained by well-over a half-million pupils in curtailed or half-day sessions, a school system financed largely by a property tax incapable of bearing such an increased load in most communities.

But providing the quality and quantity of teachers and facilities to meet this demand will be major problems. Even today, there are some 90,000 teachers who fall short of full certification standards. Tens of

(Turn to next page)

Administration Support Bill Introduced

President Kennedy's Message to Congress "Great Document"

PRESIDENT JOHN F. KENNEDY sent to the U.S. Congress on February 20 a special message on education calling for legislation which would provide federal assistance to public elementary and secondary schools, push construction of college and university facilities, and provide assistance to students in higher education.

Estimated allotments to states under the proposed Administration school assistance act would be \$666 million in fiscal 1962 (at \$19.75 per a.d.a.), \$766 million in 1963 (at \$22.04 per a.d.a.), and \$866 million in 1964 (at \$24.22 per a.d.a.).

California's allotments for the three-year span would be \$52,733,321 (at \$16.82), \$64,313,909 (at \$19.16), and \$76,414,133 (at \$21.37).

For the scholarship program proposed by the President, California would administer 1,898 scholarships in 1962, gradually increasing to 14,237 in 1966. The value of the allotments to this state in 1962 would be \$1,328,600, increasing to \$9,965,900 in 1966, based on the assumption that the amount of individual scholarships will average \$700.

Dr. William G. Carr, executive secretary of the National Education Association, said "President Kennedy's message on education is one of the great documents in the history of American education. When acted upon, it can be the landmark contribution to education called for by the President. The National Education Association will support the President's program. However, friends of the program cannot afford to relax efforts until Congress has written it into law.

"It should be remembered that in the last session of the Congress national support legislation for schools was passed by both Houses and was on its way to enactment when it was pigeon-holed by the Rules committee. Now with the Rules committee enlarged to avoid such side-tracking and with the continued and enthusiastic support of President Kennedy and Secretary Ribicoff, the chances for enactment appear encouraging."

Although the Administration support bill as offered is a three-year program, NEA and CTA legislative leaders understood that it is the first stage of what will become permanent legislation. There is no expectation that the federal government can abandon school support after three years.

The money will go to the states for classroom construction or teachers' salaries, under terms the state legislatures will determine.

(Continued from left column page 6)

thousands of others must attempt to cope with classes of unwieldy size because there are insufficient teachers available.

We cannot obtain more and better teachers—and our children should have the best—unless steps are taken to increase teachers' salaries. At present salary levels, the classroom cannot compete in financial rewards with other professional work that requires similar academic background.

It is equally clear that we do not have enough classrooms. In order to meet current needs and accommodate increasing enrollments, if every child is to have the opportunity of a full-day education in an adequate classroom, a total of 600,000 classrooms must be constructed during the next ten years.

These problems are common to all States. They are particularly severe in those states which lack the financial resources to provide a better education, regardless of their own efforts. Additional difficulties, too often overlooked, are encountered in areas of special educational need, where economic or social circumstances impose special burdens and opportunities on the public school. These areas of special educational need include our depressed areas of chronic unemployment and the slum neighborhoods of our larger cities, where underprivileged children are overcrowded into substandard housing. A recent survey of a very large elementary school in one of our major cities, for example, found 91% of the children coming to class with poor diets, 87% in need of dental care, 21% in need of visual correction and 19% with speech disorders. In some depressed areas roughly one-third of the children must rely on surplus foods for their basic sustenance. Older pupils in these schools lack proper recreational and job guidance. The proportion of dropout, delinquency and classroom disorders in such areas is alarmingly high.

I recommend to the Congress a three-year program of general Federal assistance for public elementary and secondary classroom construction and teachers' salaries.

Based essentially on the bill which passed the Senate last year (S 8) although beginning at a more modest level of expenditures, this program would assure every state of no less than \$15 for every public school student in average daily attendance, with the total amount appropriated (666 million dollars being authorized in the first year, rising to \$866 million over a three-year period) distributed according to the equalization formula contained in the last year's Senate bill, and already familiar to the Congress by virtue of its similarity to the formulas contained in the Hill-Burton Hospital Construction and other acts. Ten per cent of the funds allocated to each state in the first year, and an equal amount thereafter, is to be used to help meet the unique problems of each state's "areas of special educational need"—depressed areas, slum neighborhoods and others.

This is a modest program with ambitious goals. The sums involved are relatively small when we think in terms of more than 36 million public school children, and the billions of dollars necessary to educate them properly. Nevertheless, a limited beginning now—consistent with our obligations in other areas of responsibility—will encourage all states to expand their facilities to meet the increasing

demand and enrich the quality of education offered, and gradually assist our relatively low-income states in the elevation of their educational standards to a national level.

The bill which will follow this message has been carefully drawn to eliminate disproportionately large or small inequities, and to make the maximum use of a limited number of dollars. In accordance with the clear prohibition of the Constitution, no elementary or secondary school funds are allocated for constructing church schools or paying church school teachers' salaries; and thus non-public school children are rightfully not counted in determining the funds each state will receive for its public schools. Each state will be expected to maintain its own effort or contribution; and every state whose effort is below the national average will be expected to increase that proportion of its income which is devoted to public elementary and secondary education.

This investment will pay rich dividends in the years ahead—in increased economic growth, in enlightened citizens, in national

excellence. For some 40 years, the Congress has wrestled with this problem and searched for a workable solution. I believe that we now have such a solution; and that this Congress in this year will make a land-mark contribution to American education.

Construction of College and University Facilities

Our colleges and universities represent our ultimate educational resource. In these institutions are produced the leaders and other trained persons whom we need to carry forward our highly developed civilization. If the colleges and universities fail to do their job, there is no substitute to fulfill their responsibility. The threat of opposing military and ideological forces in the world lends urgency to their task. But that task would exist in any case.

The burden of increased enrollments—imposed upon our elementary and secondary schools already in the fifties—will fall heavily
(Turn to next page)

Expect Congressional Action This Month

SCHOOL ASSISTANCE ACT of 1961, described in the President's words on these pages, was introduced in Congress February 28. Administration bills were offered by Congressman Frank Thompson (D., N.J.) (HR 4970) and Senator Wayne Morse (D., Ore.) (S 1021). Hearings began in the Senate subcommittee on education March 8 and in the similar House committee March 13. Titles II and III, pertaining to federally impacted "in lieu" allowances, make the provisions of PL 815 and PL 874 permanent, but allowances were reduced, causing some dissent from California districts with large federal installations. National debate during March centered on requests of church school officials for "loan" support. At press time CTA-NEA legislative leaders, enthusiastically supporting the administration bills without reservation, hoped for final Congressional action on the floor of both Houses early in April.



TO EXPRESS APPRECIATION to President Kennedy for "lifting the sights of the American people," the group of educators shown above called at the White House the day after the President sent the Congress the School Assistance Act of 1961. They pledged whole-hearted support for his program. Shown from left are: James L. McCaskill, NEA assistant executive secretary; Philip J. Hickey, superintendent of instruction, St. Louis, and former president, AASA; Benjamin C. Willis, school superintendent, Chicago, and incoming president, AASA; William G. Carr, NEA executive secretary; President Kennedy; Miss Clarice Kline, NEA president; HEW Secretary Abraham Ribicoff; and Finis E. Engleman, AASA executive secretary.

upon our colleges and universities during the sixties. By the autumn of 1966, an estimated one million more students will be in attendance at institutions of higher learning than enrolled last fall — for a total more than twice as high as the total college enrollment of 1950. Our colleges, already hard-pressed to meet rising enrollments since 1950 during a period of rising costs, will be in critical straits merely to provide the necessary facilities, much less the cost of quality education.

The country as a whole is already spending nearly \$1 billion a year on academic and residential facilities for higher education — some 20 per cent of the total spent for higher education. Even with increased contributions from state, local and private sources, a gap of \$2.9 billion between aggregate needs and expenditures is anticipated by 1965, and a gap of \$5.2 billion by 1970.

The national interest requires an educational system on the college level sufficiently financed and equipped to provide every student with adequate physical facilities to meet his instructional, research, and residential needs.

I therefore recommend legislation which will:

(1) Extend the current College Housing Loan Program with a five year \$250 million a year program designed to meet the Federal Government's appropriate share of residential housing for students and faculty. As a start, additional lending authority is necessary to speed action during fiscal 1961 on approvable loan applications already at hand.

(2) Establish a new, though similar, long-term, low-interest rate loan program for academic facilities, authorizing \$300 million in loans each year for five years to assist in the construction of

classrooms, laboratories, libraries, and related structures—sufficient to enable public and private higher institutions to accommodate the expanding enrollments they anticipate over the next five years; and also to assist in the renovation, rehabilitation, and modernization of such facilities.

Assistance to College and University Students

This nation a century or so ago established as a basic objective the provision of a good elementary and secondary school education to every child, regardless of means. In 1961, patterns of occupation, citizenship and world affairs have so changed that we must set a higher goal. We must assure ourselves that every talented young person who has the ability to pursue a program of higher education will be able to do so if he chooses, regardless of his financial means.

Today private and public scholarship and loan programs established by numerous States, private sources, and the Student Loan Program under the National Defense Education Act are making substantial contributions to the financial needs of many who attend our colleges. But they still fall short of doing the job that must be done. An estimated one-third of our brightest high school graduates are unable to go on to college principally for financial reasons.

While I shall subsequently ask the Congress to amend and expand the Student Loan and other provisions of the National Defense Education Act, it is clear that even with this program many talented but needy students are unable to assume further indebtedness in order to continue their education.

I therefore recommend the establishment of a five-year program with an initial authorization of \$26,250,000 of state-administered scholarships for ta-

lented and needy young people which will supplement but not supplant those programs of financial assistance to students which are now in operation.

Funds would be allocated to the states during the first year for a total of twenty-five thousand scholarships averaging \$700 each, 37,500 scholarships the second year, and 50,000 for each succeeding year thereafter. These scholarships, which would range according to need up to a maximum stipend of \$1000, would be open to all young persons without regard to sex, race, creed, or color, solely on the basis of their ability—as determined on a competitive basis—and their financial need. They would be permitted to attend the college of their choice, and free to select their own program of study. Inasmuch as tuition and fees do not normally cover the institution's actual expenses in educating the student, additional allowances to the college or university attended should accompany each scholarship to enable these institutions to accept the additional students without charging an undue increase in fees or suffering an undue financial loss.

Vocational Education

The National Vocational Education Acts, first enacted by the Congress in 1917 and subsequently amended, have provided a program of training for industry, agriculture, and other occupational areas. The basic purpose of our vocational education effort is sound and sufficiently broad to provide a basis for meeting future needs. However, the technological changes which have occurred in all occupations call for a review and re-evaluation of these Acts, with a view toward their modernization.

To that end, I am requesting the Secretary of Health, Education, and Welfare to convene an advisory body drawn from the educational profession, labor-industry, and agriculture as well as the lay public, together with representation from the Departments of Agriculture and Labor, to be charged with the responsibility of reviewing and evaluating the current National Vocational Education Acts, and making recommendations for improving and redirecting the program.

CONCLUSION

These stimulatory measures represent an essential though modest contribution which the Federal Government must make to American education at every level. One-sided aid is not enough. We must give attention to both teachers' salaries and classroom, both college academic facilities and dormitories, both scholarships and loans, both vocational and general education.

We do not undertake to meet our growing educational problems merely to compare our achievements with those of our adversaries. These measures are justified on their own merits—in times of peace as well as peril, to educate better citizens as well as better scientists and soldiers. The Federal Government's responsibility in this area has been established since the earliest days of the Republic—it is time now to act decisively to fulfill that responsibility for the Sixties.

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New Teachers for A New Age

**As society becomes more complex and diverse,
our demands of teachers become more exacting.**

By Donald W. Robinson

THE OLDTIMER, reminiscing about his school days in a small Oregon town 60 years ago, recollected, "If I got a licking at school, I got another when I got home," and added, "if they'd whip a few today the kids would be better off." Moments later recalling another experience in the same school, he boasted, "We drove that teacher out of town. No one could hold us."

Many oldsters can recall similar schoolday memories, some with regret at the passing of the era of sternness, others in agreement that cold war tactics in the classroom deserve to be forgotten.

Today's efforts to establish rapport between student and teacher and to satisfy pupil interest as well as adult demands may not always succeed, but neither did the ancient regime of teaching by the rod.

One of the few agreements in the current educational dispute is that the

teacher occupies the central position. The individual in charge of the classroom determines what will be learned. And changes have occurred that have inevitably affected the teacher's role.

It has taken us a long time to learn that, beyond the elementary school, it is neither necessary nor natural for everyone to study the same subjects. As the famed Harvard Report on General Education in a Free Society pointed out 15 years ago, "the present diversity of instruction in the high school reflects dimly like a clouded mirror the diversity of our society itself, and it will not be adequate until it catches the image more exactly."

Sometimes we tend to forget that diversity is as essential in the personalities and methods of teachers as it is in the subjects of instruction offered, and that every effective teacher must be flexible enough to sense and react to the varying needs of different students. Teaching is helping people learn *how* to learn and this can best be done with some understanding of the student and how he learns. People can learn vast and valuable knowledge from lectures, but this does not make the lecturer a teacher. It makes him a source of information, as the newspaper or the radio is a source of information.

Some high school teachers are not much more than lecturers. They have good minds, have done reasonably well at college, and have been so impressed with what they learned there that they are delighted to be paid for passing it on to others. Too often what they learned there was primarily a bundle of facts rather than a process of inquiry, and the bundle is what they pass along.

As the eight professors reminded us in last year's San Francisco Survey Report, there should be much intellectual

exchange between teacher and students, in the form of explanation, discussions, and testing the student's comprehension. "The classroom should be a place where principles are unfolded, knowledge is imparted, ideas are interchanged, and enthusiasm for learning is aroused; not where exercise books are filled, homework is done, and time is passed."

This statement expresses the ideal of traditionalists and progressivists alike. Where this desirable condition does not obtain, it is often because of the confusion of goals and standards resulting from the rapid changes in our cultural scene during the past century.

We have been amply reminded in recent years of the profound alterations that have taken place in the school population since the adoption of compulsory high school attendance laws. We know that of 100 students graduated from high school this year only four would have been graduated 100 years ago, and we have been making desperate and not always successful efforts to adjust the curriculum to the capacities and interests of the other 96, who in the earlier time would have dropped out of school before graduation.

But while we have experimented with life adjustment programs, vocational education, differentiated curricula, enriched and accelerated offerings, and all the rest, and while we have continued our assertions that the teacher is the key to effective learning, we have done little to adapt our programs for the recruitment and education of teachers to meet the changed scene.

In 1900 if a student with an above-



average academic record lacked a clear interest in law, medicine, or theology, or lacked the resources or the stamina to survive several years of graduate study, he was encouraged to teach. Today the same situation exists, and the same criteria are applied.

Consequently we tend to enlist the same type of person into teaching that we did two generations ago, though the nature of the task has altered considerably. This person is typically from a lower middle class family, is occupationally ambitious and status conscious, and a better than average student, though not as good as his classmates who enter law and medicine.

His interests and ambitions are identified with professional people, who constitute only ten per cent of our population. English, history, science, and mathematics must be taught to all our students, at a level the student can understand. A teacher who has difficulty in relating to 90 per cent of his students will not be the most effective English teacher or social studies teacher in a public high school. Obviously not all persons with academic interests have difficulty in relating to students with different cultural interests. However, when teachers are recruited almost solely on the criterion of academic records there is almost bound to be negative selection with respect to the important quality of ability to relate to the non-academic student.

Since successful teaching of an unselected student body requires unique talents for inspiring other people with vastly different backgrounds, teacher candidates should be selected on a basis of demonstrated competence in their subject and on their ability to establish rapport with people.

Since the inter-personal skills of the teacher are crucial, why should not the teacher training institution concern itself with developing his personality strengths? It should respect his personality, reject him if he is obviously too rigid for teaching, but if it accepts him, then help him to exploit his unique traits for the strengthening of his teaching.

Competent schools of education have been doing this for some time. Few however have taken the next logical step, the selection, training, and assignment of teachers largely on the basis of their specific capability for rapport with fast, average, or slow students.

Few will dispute Bertrand Russell's statement that "No man can be a good

teacher unless he has feelings of warm affection toward his pupils and a genuine desire to impart to them what he himself believes to be of value." Unfortunately, large numbers of teachers are constitutionally unable to harbor feelings of warm affection for pupils of substandard abilities and interests.

Many strong teachers enter the profession primarily because of an interest in promoting academic excellence, at their own level of superior competence. This is splendid if such a teacher is always assigned to teach students of exceptional ability, or if he possesses the humility and patience to understand the pupil who is *not* endowed with intellectual prowess. Unfortunately many teachers feel contempt for the student who is unwilling or unable to maintain his interest and attention consistently enough to learn effectively. The teacher's job is to teach this person as well as the competent one. He cannot do it with expressions of contempt. And no matter how polite and well-controlled the teacher is, his innermost feelings of contempt are communicated to the student.

If a majority of teachers are selected from among the capable college students with aspirations identified with intellectual prowess, and if a majority of their high school students are lacking in intellectual capacity or ambition of the abstract college type, then the meaningfulness of the exchange is likely to be strained.

The sooner schools of education initiate careful screening of candidates for high school teaching on a basis of emotional flexibility as well as academic competence, offer them experience in relating to groups of students segregated as advanced, normal, or retarded in academic maturity, and assign them to teaching posts where they can work with the type of student they understand and are congenial with, the sooner we will approach the ideal of students and teachers working diligently and spontaneously for the advancement of learning.

If psychological factors are as important in learning as are intellect and effort, then why should not teacher preparation and pupil assignment be made as much on the basis of emotional rapport as on I.Q. score? Professor Herbert Thelen of the University of Chicago has promoted this approach with considerable promise of success in his plan for facilitative grouping.

We have gone out of our way to

analyze motivation in learning. Perhaps we should study motivations for teaching, exploit these motivations in recruiting teachers, direct the training program toward strengthening the candidate's emotional resources, and assign him to teach those with whom he can most effectively relate.

And whatever pattern we adopt for the selection and training of our teachers we cannot ever expect to maintain a corps of perfect teachers. Gilbert Highet reminds us that even as good a teacher as Jesus failed with some students; failed rather badly with Judas.

What Arnold Toynbee says of societies is equally true of individuals. In order to prosper, we must have a challenge, but not too severe a challenge. Jacques Barzun complains of the present mood of philanthropy in education, which is the relaxation of the challenge. But what is too little challenge for one student is too much for another. Barzun speaks for the most competent, who need the greatest challenge.

All kinds of youngsters are being served in our schools with increasing effectiveness as we learn to select and prepare teachers with unique competencies for dealing with the fast, the average, or the slow.

Teaching will come of age when all of our million and a half teachers enjoy the benefits of the best psychological knowledge and when all are inspired to think constructively about their own jobs. Teachers will be able to say confidently, "This is what I am teaching, this is why I am teaching it, this is the way I teach, and this is the way I measure the results."

Any teacher who hopes to remain effective in a new and complex age must be ready to adapt more in the next ten years than he has in the last ten. He must be ready to accept the notions of flexible scheduling, team teaching, programmed courses, children learning to read at the age of three and later reading at the rate of 2,000 words per minute or faster, not because these are exciting novelties, but because they make sense. He must be alert and responsive to the new demands of a fast-changing society as well as to the new tools provided by an ever-proliferating technology.

The typical teacher of 1971 will be much like the outstanding teacher of 1961.

School Costs Increase Faster Than California's Revenues

Finance expert describes expected economic growth in decade, matched against enrollment climb.

By Daniel Luévano

Mr. Luévano is chief deputy director of the California state department of finance. The text below is a briefed version of a speech he made before a CTA-NEA Federal Legislative Conference of school leaders held February 25 at the CTA headquarters building in Burlingame.

WHERE will we get the money in California for the next ten years to support public education?

Last summer the Department of Finance made a study of state revenues and expenditures through 1969-70. We made allowances for the 2.5 per cent annual increase in personal income of Californians, assuming that greater productivity would be passed on in the form of higher wages. Except for personal services, we assumed that prices would remain stable.

On these assumptions, we predicted that state apportionments for school support would rise 2.2 per cent per year. Average daily attendance was estimated to increase from 3,155,263 in 1958-59 to 5,143,700 in 1968-69.

California is still the fastest growing state in the nation. In the last ten years we added almost five million in population. Our share of the total population in the U.S. has grown from under seven per cent to over eight per cent—and is expected to exceed ten per cent by 1970. The increase in a.d.a. will be about 1,988,000 or 63 per cent in the ten year period 1960 to 1970.

At the present rate of \$201 per unit of a.d.a., this increase would add \$399.8 million to the state's requirement for state school support by 1969-70. Allowing for the 2.2 per cent increase in annual apportionment, the state's school contribution for 1969 would be \$1.27 billion, or almost precisely double the \$638 million required for 1959-60.

Including apportionments for free text books, teachers' retirement, debt service on local school building bonds, support of child care centers, and other items, state expenditures for assistance to public schools in 1969-70 will amount to an estimated \$1.42 billion, against \$709 million last year—a difference of approximately \$700 million.

But these rough figures do not reflect the increase in junior college attendance implied by the Master Plan for Higher Education. If we ask ourselves whether the state

can absorb this \$700 million in school requirements, we must answer a decisive yes. We can absorb it if this should be the *only* demand on state revenue resources.

Income of California residents in 1959 was \$40.8 billion, providing state general fund revenues of \$1,491,000,000. Allowing for income and population gain in the decade, personal income in 1969 should reach \$68.5 billion, assuming average economic activity. General fund revenues in 1969 should be \$2.5 billion, or just under a billion dollar increase over last year's total.

Bringing the two figures together—\$700 million increase in public school support and a billion dollars in increased revenue—it is clear we could meet the school commitment if it were the only item involved.

But trouble lies in the prediction that university enrollment will practically double. The figure will rise from 48,696 in the fall of 1960 to 96,400 in the fall of 1970 at the University of California alone. Since the state is providing \$122 million for UC support this year and \$134 million next year, the implication is readily apparent. A larger proportion of UC enrollment will be in upper division and graduate schools—and this is the high cost area of education.

State college enrollments are expected to rise from 67,000 last fall to 165,000 in 1970—a 150 per cent increase. With the state providing \$69 million for current operation of these educational centers—and \$78 million recommended for 1961-62—this growth will add more than \$100 million in 1970 if we continue the current level of support. Our rough estimate is that we must add \$250 million in state expenditures for higher education alone, not including capital outlay.

Junior college enrollment will at least double. This will raise new problems concerning the kinds of support obtainable from the state.

Support of mental hospitals and correctional institutions is expected to increase by \$125 million in the next decade.

Social welfare programs will drain off approximately \$115 million more.

Combining the three limited areas of state responsibility—education, corrections, and social welfare—expenditure will increase at least \$1.2 billion. This will more than exhaust the one billion dollar increase in general fund revenue which I cited above.

We have not considered yet probable increased costs for public health, conservation of natural resources, veterans' affairs, industrial relations, general administration support, legislative and judicial branches, and debt service—all of which put demands on state funds. We estimate total general fund requirements roughly at \$2.92 billion—or a gap of \$420,000,000 more than the expected annual revenue.

This gap represents hard times ahead regarding state support for most of the activities with which we are concerned.

CTA is supporting an increase in state expenditure for public education calling for \$75 million next year. We also have several bills involving junior college support but we have no clear direction on this until problems posed by the Master Plan are settled. At the same time we have 34 bills before the Legislature which would cut taxes.

Where is the money coming from? In the past we have relied heavily on bond financing. Bonded indebtedness in California last July stood at \$2.5 billion after the voters added in June another \$700 million in bonds for school construction and low cost housing for ex-service men. Another \$1.75 billion was authorized in November for the state water program. This volume reduces our capacity to borrow.

In the fiscal year beginning last July, schools accounted for 42.5 per cent of the state budget. There were 3,190,745 children of school age in California in 1959 and by 1970 the total is expected to be 5,105,300 children.

At the beginning of 1960 we had \$150 million in state bonds available for state construction needs and in projecting the 1961-62 budget we estimated we would use \$75 million for capital outlay and reserve the other \$75 million for 1962-63. But we find we must use \$99.9 million to balance the budget in 1961-62, which decreases the bond balance for the later period.

We have the highest employment rate in the history of the state—and a high unemployment rate as well. We need more industry to absorb the available employment market.

With the multiple demands made on

the state, when we reach 1970 we will be unable to pay for the services actually required unless we go to some other sources of finance, possibly federal aid. It is also obvious we will have higher taxes in 1970, if other approaches fail.

Governor Brown, in his budget message to the Legislature, pointed out that we must improve an already superior educational program. He also pointed

out that California spends half its general fund for education. He said if we are to justify new programs and new fiscal commitments, we must make certain that the present structure is as equitable and economical as possible. In a period when we have high demands for state services and hard-to-get revenues, we must try to prove that education and economy are not necessarily enemies.

Teaching Load Demands Study and Equalizing

TEACHING LOAD is believed by many to be one of the most pressing problems facing the teacher today.

Although definitions differ, most of us will agree that teaching load includes all the duties and responsibilities in a teacher's assignment. A simple version might be the number of classes and the number of students in the classes.

Teachers often talk about "teaching load" when they are thinking they are over-worked and underpaid. Within this connotation the term is associated with morale. But it should be equally obvious—to even the most distraught teacher—that when the numbers reach an unreasonably high mark, the quality of the educational program suffers. We make load a problem when we try to agree how much is *too* much.

CTA's salary policy statement includes the observation that a professional salary demands full-time responsibility. Under this dictum, a teacher should not only assume his regular instructional duties but assume his share of "extra duty" as well. Assuming a reasonable distribution of tasks for equalization among staff members, the teacher should not expect remuneration for the so-called "extra" duties.

It is the equalizing process that creates the problem. Almost any principal can assign an equal number of classes to each teacher on his staff and still maintain a reasonable balance in pupil load. If he is a thoughtful administrator, he will see that assignments to cafeteria duty, school dances, and other chaperoning chores are rotated without discrimination. Even club sponsorships can be passed around to relieve undue burdens.

Some assignments, however, require special skills and may not be rotated

successfully. Coaching of athletic teams, directing musical or dramatic productions, and publishing newspapers or yearbooks are jobs requiring special experience and ability. The teachers supervising these activities must necessarily devote late afternoons, evenings, and often weekends to fulfill their assignments.

Those of us who work regularly with salary schedules have heard many complaints about unequal work loads, usually coming from those who have these "overtime" assignments. Equally vociferous are rationalizations from those who would preserve the single schedule without variation.

It is difficult to justify the practice of some school districts where extra pay is allowed for extra duties. Invariably the increment is not in proportion to annual salary and represents much less than a professional wage. If it can be argued that teaching regular classes, including proper preparation, is a full time responsibility, the teacher will not have time for creditable work on extra duties. The extra pay may help his morale, but it will not improve the quality of his instruction.

CTA salary policy suggests compensatory free time for those teachers who have extra duties. Though philosophically sound, such a policy is usually resisted by boards of education on grounds of excessive cost of employing additional personnel that would be needed. Such a budget provision would mount high in a large high school having 40 or more athletic assignments.

Those who defend the compensatory time off policy point out that those talented and able teachers who supervise extended time activities of the school literally donate "blood, sweat, and tears"

on programs demanded by the public. If such activities contribute to the basic goals of education, why must they depend on the teacher's selfless contribution? If the programs are worth while, why are they not worth paying for, they ask.

There is no simple method of resolving the load-and-salary problem. But here are five positive steps which teacher associations have found helpful in reaching reasonable solutions:

1. Analyze and define teaching load. The local association should begin with some research, identifying such factors as number of pupils per day, number of preparations required, number of committee assignments, expected community relationships, mandatory record keeping, parent conferences, and assigned yard and cafeteria duty.

2. Examine factors affecting teacher load in the district. Note the range in class size, compute the average, and note variations. Compare average class size with ratio of certificated personnel to enrollment. CTA Research department can offer assistance in applying the Douglass formula for examining teacher load in secondary schools.

3. Investigate excessive non-instructional chores. Try to determine whether someone other than a teacher can perform clerical and other non-teaching tasks. "Duty free lunch periods" should be included in this investigation.

4. Examine assignment practices. A teacher's load may be increased by assignments in a subject area where he can demonstrate only minimum competency. CTA's state committee on Professional Rights and Responsibilities has an excellent policy statement on this subject.

5. Study the activity program. What extra-curricular activities are being sponsored in the school? What is their justification? Are there any which could be dropped with resulting improvement in the instructional program? When answers become available to these questions, insist that new personnel be employed to balance any new activity which might be added.

A cooperative approach to the problems of teaching load, involving all certificated personnel, would indicate a careful study in each school, followed by an agreement on policy. While such a policy may not "solve" the problems, it should provide a workable basis of operation.

JOHN H. BRIGHT
—CTA Asst. Research Executive

Subtracting and Dividing

Taking away some elements of curriculum may improve programs for gifted children.

By Eugene H. Stivers

THERE was, in the last generation, a special evangelist who toured the small towns of the South. In most respects not an unusual man, one characteristic made him extraordinary—at the first meeting of each of his campaigns he would announce to the congregation "I didn't come here to make *additions* to the church! I came here for *subtractions*!"

Those who appreciate the kind of rare service this man offered will also approve of the function which Sidney Hook ascribed to himself. The N.Y.U. professor of philosophy, when challenged for being so negatively critical of many philosophers and philosophies, is alleged to have answered that a sink with running faucets needs a drain. It was his job to eliminate waste and surplus ideas from his students' minds.

What these two men emphasize in their careers is commonly known: To improve an organization of persons or ideas requires that some things be *taken from* as well as some things *added to* it. This recognized principle is frequently neglected, possibly because its application risks the loss of things of value and may be difficult and unpleasant for some persons who are involved.

In the last year or two we have been greatly concerned with improving the curriculums of our schools. In particular, many school systems and schools have concentrated on making proper provisions for their more gifted students.

Most often this has been done solely by way of addition to the staff, equipment, and time ordinarily devoted to students. Wouldn't it make an interesting experiment to provide for the gifted by way of liberal subtraction from their course of study? Suppose we remove from their program the teachers, experiences, and materials which do not contribute to their highest educational de-

velopment? Wouldn't improvement result?

Further, suppose that instead of only multiplying the duties of school staff members charged with carrying out the gifted program, we divide the responsibilities and share them with other agencies and persons in the community—museums, libraries, colleges, business, industry, youth groups; other professional and skilled persons. Wouldn't the gifted be well provided for then?

Indiscriminate subtraction and division, of course, might weaken a course of study. In order to pare and share constructively, the objectives of the program in question must be clearly spelled out.

The long-range purpose of a gifted program is the same as that of any school program—to promote knowledge among the students and enrich their lives. But as a special effort it has particular emphases. These are a result of the somewhat different needs of gifted children and the requirements that society will make of them.

Considering these needs and requirements, it may be said that a program for gifted children ought to give unusual attention to at least five matters.

1. It should call upon them to develop their talents to the fullest, and further, it should nurture in them a motivation to do their best at whatever they try. To bring this about, a program has to set high standards of accomplishment for the youngsters; standards that match their possibilities. This does not mean to push the children hard. Rather it means to explain to them what excellent work is, to surround them with examples of it, and to offer them opportunities to do it.

2. It should also try to stimulate and develop creativity; the ability to see old situations in new lights and to solve new or unusual problems. To do this necessitates presenting students with a wide

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Dr. Stivers is assistant professor of education at Los Angeles State College.

California's Rank in Education

Listed in NEA Comparisons

NEA'S "Ranking of the States, 1961," a 44-page research report bearing a January publication date, contains 68 tables listing the 50 states in numerical order.

California ranked above the United States average or median in 58 of the tables and below the midpoint in 10 tables. The state ranked in first place in six tables.

In the listing below, the number in parentheses is the ranking of California, followed by the numerical or dollar value.

Median School Years Completed by Persons 25 Years of Age and Older, 1950	(2)	11.6
Per Cent of Population 25 Years of Age and Older with Less Than Five Years of Schooling, 1950	(16)	6.8
Per Cent of Population 25 Years Old and Older with at Least Four Years of High School, 1950	(2)	46.1
Per Cent of Population 25 Years Old and Older with at Least Four Years of College, 1950	(1)	8.1
Per Cent of Selective Service Registrants Failing the Mental Test, 1959	(28)	20.6
Per Cent of Population 14 Years Old and Older Unable to Read and Write, 1950	(21)	2.2
Estimated School-Age Population (5-17), 1960	(2)	3,712,000
Estimated Public Elementary and Secondary School Enrollment, 1960-61	(1)	3,600,000
Estimated Public Elementary and Secondary School Enrollment as Per Cent of School-Age Population, 1960-61	(2)	97.0
Per Cent of Change in Public Elementary and Secondary School Enrollment, 1950-51 to 1960-61	(5)	+95.1
Estimated Public School Enrollment as Per Cent of Total Civilian Population, 1960-61	(16)	22.9
Per cent Change in Estimated School Age Population (5-17), April 1, 1957, to July 1, 1960	(4)	+20.25
Average Length of School Term in Days, 1957-58	(27)	177.6
High School Graduates in 1957-58 as Per Cent of Eighth Grade Enrollment in 1953-54	(3)	79.7
Estimated Average Salary of Classroom Teachers in Public Schools, 1960-61	(1)	\$6,700
Estimated Average Salary of Instructional Staff in Public Schools, 1960-61	(1)	\$6,900

Per Cent Increase in Estimated Average Salary of Instructional Staff, 1959-60 to 1960-61	(8)	6.0
Per Cent Increase in Estimated Average Salary of Instructional Staff, 1950-51 to 1960-61	(17)	79.7
Estimated Per Cent of Revenue for Public Elementary and Secondary Schools Received from Local Governments, 1960-61	(25)	56.3
Estimated Per Cent of Revenue for Public Elementary and Secondary Schools Received from the State, 1960-61	(26)	40.4
Estimated Revenue from State Sources per Instructional Staff Member, 1960-61	(9)	\$5,155
Estimated Revenue from State Sources per Pupil in ADA, 1960-61	(10)	\$217
Estimated Revenue from State Sources per Pupil Enrolled in Public Schools, 1960-61	(13)	\$189
Per Capita Total State General Revenue, 1959	(11)	\$188.00
Per Capita State Tax Collections, 1960	(6)	\$136.99
State Tax Collections per \$100 of Personal Income, 1959	(34)	\$4.44
Per Capita Total General Revenue of State and Local Governments, 1959	(3)	\$364.03
Per Capita General Revenue of State and Local Governments from Own Sources, 1959	(1)	\$315.13
Per Capita Total Tax Collections of State and Local Governments, 1959	(1)	\$264.53
State and Local Tax Collections per \$100 of Personal Income, 1959	(16)	\$9.50
Per Cent Increase in Total State Tax Collections, 1959 to 1960	(8)	17.2
Per Capita Property Tax Revenue of State and Local Governments, 1959	(2)	\$130.17
State and Local Property Tax Collections per \$100 of Personal Income, 1959	(18)	\$4.67
Per Capita Federal Individual Income and Employment Taxes, 1960	(7)	\$366
Estimated Current Expenditure for Schools per Pupil in ADA, 1960-61	(4)	\$494.42
Per Cent of Increase in Estimated Current Expenditure per Pupil in ADA, 1950-51 to 1960-61	(10)	78.5
Per Capita Expenditure of State and		

Local Governments for Local Schools, 1959	(3)	\$112.12
Per Capita State Expenditures for all Public Education, 1959	(5)	\$74.98
Per Capita Expenditures of State and Local Governments for all Public Education, 1959	(3)	\$150.51
Per Capita Total State Expenditures for all Purposes, 1959	(11)	\$233.85
State and Local Expenditures for all Public Education as Per Cent of Expenditures for all Purposes, 1959	(15)	32.1
Per Capita Personal Income, 1959	(5)	\$2,661
Per Capita Disposable Income, 1959	(5)	\$2,334
Personal Income per Child of School Age (5-17), 1959	(4)	\$11,612
Personal Income (1959) per Pupil Enrolled in Public Elementary and Secondary School in 1960	(13)	\$11,329
Public School Revenue from the State, 1959-60, as Per Cent of Personal Income, 1959	(24)	1.6
Public School Revenue from State and Local Sources, 1959-60, as Per Cent of Personal Income, 1959	(26)	3.5
Total Revenue from State Taxes as Per Cent of Personal Income, 1959	(34)	4.4
Total General Revenue of State and Local Governments (Fiscal 1959) as Per Cent of Personal Income in 1959	(20)	11.3
State and Local Tax Revenue (Fiscal 1959) as Per Cent of Personal Income in 1959	(14)	9.5
State and Local Property Tax Collections (Fiscal 1959) as Per Cent of Personal Income in 1959	(18)	4.7
Per Cent of Change in Total Population from 1950 to 1960	(5)	+48.5
Per Cent of Increase in Population 65 Years of Age and Older, April 1, 1950 to July 1, 1958	(8)	32.0
Net Total Migration, April 1, 1950, to July 1, 1958	(5)	+19.9
Votes Cast in the Presidential Election as a Per Cent of the Number of Persons of Voting Age, 1960	(29)	70.6
Per Capita Retail Sales, 1959	(3)	\$1,447
Estimated Number of Infant Deaths (Under 1 Year) per 1,000 Live Births, 1959	(20)	24.2
Per Cent of Population Classified as Urban, 1960	(3)	86.4
<i>In the listing below, California ranked below the U.S. average; items preceding ranked above the national average.</i>		
Pupil-Teacher Ratio in Public Elementary and Secondary Schools, Fall 1959	(46)	29.0

Estimated School-Age Population (5-17)
as Per Cent of Total Civilian Popula-
tion, 1960(42) 23.6

Estimated Average Daily Attendance as
Per Cent of Public School Enroll-
ment, 1960-61(41) 87.1

Nonpublic-School Enrollment as Per
Cent of Total Enrollment in Element-
ary and Secondary Schools,
1955-56(27) 9.6

Estimated Per Cent of Revenue for Pub-
lic Elementary and Secondary Schools
Received from the Federal Govern-
ment, 1960-61(33) 3.3

Per Cent of Increase in Per Capita Per-
sonal Income, 1949 to 1959.....(30) 54.3

Per Capita Total Debt of State Govern-
ment at End of Fiscal Year,
1959(38) \$116.95

Population 65 Years of Age and Older
as Per Cent of Total Civilian Popula-
tion, 1958(30) 8.4

Number of School-Age Children per
1,000 Adults Aged 21-64,
1958(38) 462

Critical Decade Charted at AASA Conference

CALIFORNIANS who participated in the western regional convention of the American Association of School Administrators February 25-28 found San Francisco fog-free, hospitable—and their own work cut out for them.

They heard major speeches from leading anthropologists, economists, psychologists, political scientists, philosophers. They discussed at some 150 small sessions topics ranging from testing, teacher competence, IQ's and the junior high school to the latest news on federal education legislation and why superintendents get fired. They were exposed to debates, research studies, symposiums, panels, expositions, case studies, interviews, and interrogations of specialists. They cast their ballots on 24 resolutions expressing official policy

of their association. In between times, they toured the brilliant exhibit area, examining millions of dollars worth of school equipment, supplies and buildings on display.

Along with some 3,000 other school administrators from 14 states, they heard these comments:

On federal support of education: AASA President Forrest E. Conner, superintendent of the St. Paul, Minnesota, public schools, declared that general participation of the federal government in support of education must replace the "categorical" grants exemplified by the National Defense Education Act . . . "In adopting the NDEA program as it applies to elementary and secondary schools, we drifted blindly into the worst kind of federal control and we should hasten its end."

On curriculum planning for a world of nuclear tension: James B. Conant, president emeritus of Harvard University and author of studies on the American high school and junior high school, declared that educators must devise for the next generation social studies that will deal with the problems of atomic war, our possible surrender, and the complexities of race relations here and abroad. He said educators were not meeting this challenge today.

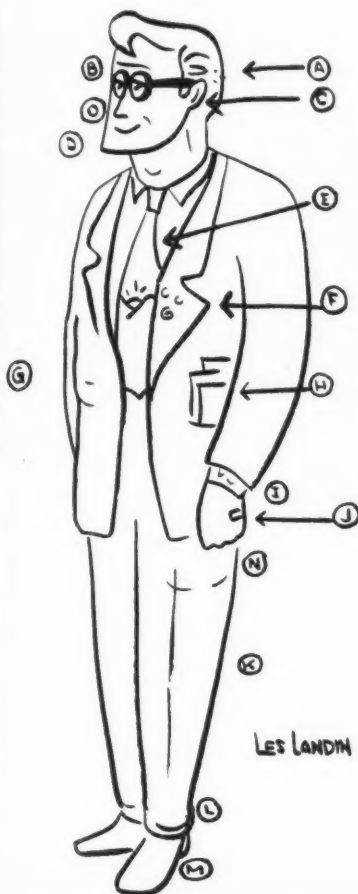
On threats to America's basic values: Martin Essex, superintendent of schools, Akron, Ohio, and a former AASA president, listed these threats to basic values: technological unemployment, moral turpitude in high places, gradual suppression of human personality, groping masses in leaderless ghettos, and disenfranchisement of metropolitan millions. He identified this "steel and concrete complex" as the new educational frontier.

On the child's successes and failures in school: Jack A. Holmes, professor of educational psychology, University of California at Berkeley, said schools must develop the curriculum so that the child is not overwhelmed by an unbroken sequence of either successes or failures. "Learning how to meet failure is as important, or more important than achieving only successes. For one builds this way the ego-strength which will enable him to go out on a limb in his

CHARACTERISTICS OF THE MODERN EDUCATOR

By Les Landin

Principal, Foothill elementary school, Saratoga



A Hair partially pulled out by a kindergartner being held for his mother on the first day of school.

B Lens broken by baseball while umpiring the noon league.

C Hearing loss due to classroom being located next to orchestra practice hall.

D Fixed smile to give appearance of positive approach.

E Tie treasured as gift from his first class in 1948.

F Various "I GAVE" pins.

G Bulge under coat is water gun taken from child at recess.

H Inventory forms, monthly register reports, corrected compositions, cafeteria menus, tonight's PTA program, etc.

I Notes on cuff made while attending building meeting.

J Bite by spider brought to class for sharing period.

K Slight limp from jumping rope with isolate.

L Trousers torn when leg was caught in bus door during loading.

M Arch supports for foot condition resulting from excessive yard duty.

N Pocket full of coins (\$83.67 collected for PTA, cafeteria, and photographs).

O Twitch in nose due to sinus condition caused by chalk allergy.

creative thinking, to face up to the possibility of ridicule if he should fail . . . Man must learn how to succeed without losing his head, and he must learn how to fail without losing his faith."

On control of curriculum content: James E. Russell, secretary, Educational Policies Commission, observed that he did not believe any of the following sources said to operate on the public schools really is an important deciding influence—the school board, the state department of education, parents, community, textbook writers and publishers, schools of education, or the professional associations. One source of influence that does control, in the long run, is the "professional leadership within the school . . . When you seek to make a change in a given school, you must find this leadership which is the special mark of those permanent mature professional people who have the respect of their colleagues . . . and work through it. If you can show these leadership people something which they can test, and if they can convince themselves, by their own test, that it is a good thing, then you are on the road to successful influence on the curriculum in that school."

On testing: Charles C. Holt, director, Joint Committee on Testing sponsored by AASA, the National Association of Secondary-School Principals, and the Council of Chief State School Officers, pointed out that nationwide tests for college admission and scholarships are beginning to be a "serious threat" to good teaching. Although tests have valid uses and schools would not wish to abandon them entirely, there has been too much emphasis put on them in recent years. He said his year-long survey shows schools are having the pressure put on them by parents "with apparent belief in the infallibility of tests . . . Also the quality of schools is increasingly judged by the number of scholarship winners," he said.

During the convention, awards for distinguished service in school administration went to J. W. Edwards, superintendent of schools, Portland, Oregon; Henry M. Gunn, superintendent of schools, Palo Alto, California; and Charles M. Rogers, retired superintendent of schools, Amarillo, Texas.

S. D. Shankland scholarships for graduate study in school administration went to Stanley C. Campbell, Stoughton, Wisconsin, and Walter J. Ziegler, San Gabriel, California. ★★

CALENDAR OF COMING EVENTS

APRIL

16-22—NATIONAL LIBRARY WEEK

19-22—American Assn. for Health, Physical Education and Recreation southwest district convention; Albuquerque, N. M.

20—CASA Section VI; Crockett

20—SCTA executive board; Burlingame

20-22—Dept. of Classroom Teachers southwest regional conference; Ramada Inn, Phoenix, Arizona

20-23—Calif. Assn. of Women Deans and Vice Principals state conference; Hotel Villa, San Mateo.

21-22—SCTA executive council; Burlingame

21-22—CESAA North Coast Section; Ukiah

22—Bay Section spring membership workshop; Burlingame

22—Northern Section International Relations institute and membership workshop; Redding

22—Calif. Scholarship Federation central regional conference; Abraham Lincoln HS, San Francisco

24—Section Secretaries; Burlingame

24-28—PUBLIC SCHOOLS WEEK

24-28—Dept. of Audio-Visual (NEA) national convention; Miami Beach, Florida

29—CESAA Bay Section; San Jose State College

29—Northern Section membership workshop; Sacramento

29—Calif. Scholarship Federation south-central regional conference; UCLA, Los Angeles

MAY

3-5—Calif. Congress of Parents and Teachers state convention; Los Angeles

4-6—National School Boards Assn. convention; Philadelphia

5—Bay Section board of directors; Burlingame

5—Commission on Educational Policy; Burlingame

6—Central Section Council and Section Dept. of Classroom Teachers; Fresno

6—Teacher Education Commission, Advisory Panel on Evaluation of Program and Services; Burlingame

6—CESAA Southern Section; Long Beach State College

12—Northern Section chapter presidents and Section Dept. of Classroom Teachers; Chico

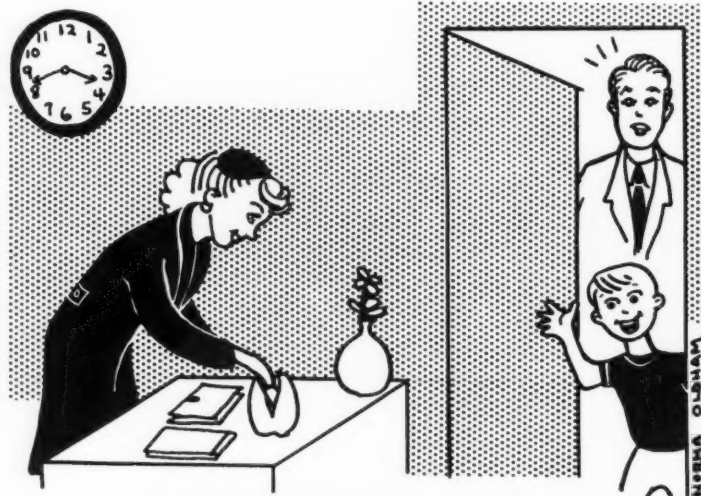
12-13—Council of Calif. Vocational Assn. annual meeting; San Diego

12-13—CESAA Section leadership conference; Rickey's Studio Inn, Palo Alto

13—Southern Section Council; Los Angeles

13—Bay Section Council; Berkeley

13—Northern Section Council; Chico



"Hey, Mrs. Brown, your father's here!"



OREGON SHAKESPEAREAN Festival in Ashland set new attendance records last summer. A total of 42,978 persons—registering from all 50 states and several other nations—filled the unique Elizabethan-style theatre to 91.7% of capacity over the 41-night run. Shown above is the death of Helvius Cinna at the hands of the mob in Jerry Turner's (Humboldt State College) successful Ashland staging of "Julius Caesar." Founder and Producing Director Angus L. Bowmer has announced a 42-night season for 1961, opening July 24 and playing through September 3. Scheduled are "A Midsummer Night's Dream," "Hamlet," "All's Well That Ends Well," and "Henry IV, Part 1" in nightly rotation. Set for three special showings on August 21, 26, and 31 is Ben Jonson's "The Alchemist." Returning to Ashland will be the internationally honored Shakespearean scholar and director, B. Iden Payne. He will join Robert Loper, Richard Risso, Edward Brubaker, and Charles Taylor on the directing staff. Running concurrently with the season will be the Institute of Renaissance Studies, the Festival's educational wing, under the direction of Dr. Margery Bailey. The Institute offers concentrated short-term courses (focused on actual productions) in Tudor Drama, Arts, History, and Staging, with college credits or certification by Stanford University and Southern Oregon College. Illustrated details are available from Oregon Shakespearean Festival, Box 27 (D), Ashland, Oregon.

DR. ALBERT E. WILSON, 89, first principal of Manual Arts high school, Los Angeles, died at Laguna Beach last month. Born in Nebraska in 1872, he became a professor of modern languages, earning his Ph. D. degree at the University of Berlin. He came to Los Angeles in 1907 and became an interim principal at a branch school on Olive St. in 1909. He was principal of Manual Arts when it was opened in September 1910 and he continued in this position until his retirement in 1938. His beloved students included many great educators, as well as ex-Governor Goodwin Knight, Movie Director Frank Capra, Singer Lawrence Tibbetts, Flyer Jimmy Doolittle, U. S. Commissioner of Education Sterling McMurren, Assistant Attorney General Victor Hanson, best-seller author Eugene Burdick, and scores of other famous people.

CTA MEMBERSHIP for 1961, as reported February 28, was 110,989, a total 8,160 higher than the same date in 1960. NEA membership stood at 62,732.

CTA Journal, April 1961

NEWS *in education*



CALIFORNIA EDUCATOR JOINS "POWERHOUSE" PANEL—William Baker, assistant superintendent for guidance at East Side union high school at San Jose (left), is shown with part of the "powerhouse panel" that appeared on one of the major sessions during the 45th annual convention of the National Association of Secondary-School Principals (NASSP) in Detroit, Feb. 11-15. With Mr. Baker (l to r) are Finis E. Engleman, executive secretary of the American Association of School Administrators, Washington, D. C.; Frederick M. Raubinger, commissioner of education, State Department of Education, Trenton, N. J.; and Glyn Morris, assistant superintendent, Lewis County Schools, Port Leyden, N. Y.

HARRY F. WANDLING, director of curriculum and guidance of the San Luis Obispo county schools office, expects to retire this summer after more than 40 years of service to California public schools. He is currently secretary of the Personnel Standards commission of CESAA, and a member of the curriculum committee of CASSA. He expects to become a social studies consultant with the Fideler Company.

SALARY BULLETINS issued recently by CTA Research Department contain tables which compare salaries of specialized employees in California school districts. Wide distribution has been completed but additional copies are available from the state headquarters at \$1 each. Of special interest will be:

Bulletin 140, Feb., 1961, "Administrative Salaries and Salary Schedules for School Personnel 1960-61," 55 pp.

Bulletin 141, Feb., 1961, "Central Office Personnel Administrative Salaries and Salary Schedules 1960-61," 51 pp.

Bulletin 142, March, 1961, "Salaries and Salary Schedules for Special Services Personnel 1960-61," 47 pp.

THE VALUATOR "for personal and economic services" was first published by CTA Southern Section in December and Editor James Whitby is preparing the second issue of the 16-page quarterly for spring release to Section members. The publication describes and illustrates purchasing and other special services, includes travel and automotive news and an entertainment calendar. It will be issued in April, June, September, and December.

NEWS *in education*



FIRST GRAMMAR SCHOOL in Palmdale, later converted into a residence for 60 years, has been restored and moved to Gold Camp in Rosamond as a historical monument. The little girl second from left in this class of 1888 (now Mrs. Ingebord Munz Holland of Pasadena) provided the details for reconversion of the building. Warren R. Nunn of Lancaster, member of CTA State Council, helped to rebuild the ancient one-room school.

LEWISTON, a small isolated town near Trinity dam, has a main antenna and a cable which serves the television sets of the community. The school, grown from 20 to 450 students in five years, had no assembly hall large enough for the Christmas program. According to District Superintendent Merlin McGinnis, using a borrowed TV camera and the cable, the school produced a program which was viewed by 2000 people. Production crew, using the kindergarten room as a studio, was made up entirely of teachers and students. A motion picture of the proceedings was made by the Trinity county schools office and is used at PTA and community meetings. Much of the Spanish and social studies instruction of the Lewiston school is now brought in regularly by television.

NATIONAL P.T.A. nominations for chairmanships to be confirmed at elections in May, were announced by Mrs. A. Kenneth Spencer of San Gabriel, National Congress secretary. Included were: International Relations, Mrs. Spencer, a former president of the California Congress; Mental Health, Harry Smallenburg, director of research and guidance, L.A. county schools; and Program Service, Mrs. J. Frank Snowden, Alhambra, past-president of CCPT.

JOHN R. WILLIAMS AWARDS were presented to nine newspapers of the San Joaquin valley January 25 by the San Joaquin County Coordinating Council, composed of 11 CTA-chartered local associations in the county. The awards, patterned after the John Swett Awards presented annually by CTA, are named for the former (1931-1955) county superintendent of schools, who is still living.

CLARICE KLINE, NEA president, visited the CTA offices in Burlingame in February on her return from a two-week professional visit to Hawaii. She made six speeches in the 50th state, visited many schools, was interviewed by press and television, and was entertained at numerous receptions. In San Francisco she made an important television appearance and spoke to several teacher groups before flying to Washington for legislative conferences.

GEORGE WELLS BEADLE will be inaugurated as chancellor of the University of Chicago May 4. A famous geneticist holding the Nobel Prize in medicine, Dr. Beadle went to Chicago from California Institute of Technology, where he had been acting dean of faculty and chairman of the division of biology.

LILLIAN TALLMAN, vice principal of Harrison Street school in Los Angeles, is winner of *Scholastic Teacher's* 52-day expense-paid round the world air tour with her "Wings Around the World" poetry entry. Mrs. Tallman, an Occidental graduate, has been teaching since 1951. Four other Californians received minor prizes in the publication's contest.

MISS FRANCELLE JOY, elementary principal at Pittsburg, died February 4. A former professional violinist, she had been an educator for 25 years and had been employed by the Pittsburg district almost 12 years.

WILLIAM J. BURKHARD resigned as superintendent of Sacramento city schools in January, due to ill health. F. Melvyn Lawson had served as acting superintendent since Burkhard suffered a stroke in July. Burkhard, who came to the Sacramento system 30 years ago, had served as superintendent since 1948. He had served for several years as a strong member of CTA's Personnel Standards Commission.

ROY ROSENBERG, executive editor of the Inglewood *Daily News* and member of CTA advisory panel on public relations, was honored by El Camino College Faculty Association at a luncheon February 16. He received an Award of Appreciation "for services to the college."

ALLAN WEST, executive secretary of the Utah Education Association since 1946, was appointed in January associate director of the NEA Membership Division. He was first vice president of the National School Public Relations Association and chairman of the NSPRA San Francisco conference last year.

ROBERT T. MONAGAN, state assemblyman from the 12th district (Tracy), was president of SCTA in 1946 while attending College of the Pacific. After graduation, he became secretary of the Tracy chamber of commerce. He operates his own insurance and real estate business and was mayor of Tracy last year.

SCHOOL PUBLIC RELATIONS representatives from all parts of southern California saw TV Personality Art Linkletter receive a special award at a conference sponsored by CTA-SS at Los Angeles' Statler-Hilton March 17. J. Roger Deas was a principal speaker.

DISCIPLINE is the subject of a 15-week television course co-sponsored by CTA-SS and UCLA and aired over KRCA (Channel 4) in Los Angeles Saturday mornings, 8 to 8:30, beginning March 4. Dr. Lawrence Vredevoe, UCLA professor of education, will direct the series of lectures and demonstrations. The series is being telecast simultaneously in San Diego and Bakersfield and may be shown later in San Francisco and Sacramento. UCLA offers credit for the course, claims up to 40,000 participants in opening lecture periods.

SUMMER EMPLOYMENT for teachers is assured by Manpower, Inc., a temporary help and business service firm which has 238 offices throughout the world. Experienced typists, stenographers, business machine operators, and office machine personnel are placed to serve companies when regular personnel are absent or when work load exceeds normal capacity. Manpower, Inc. has offices in the six largest cities of California; phone numbers are in local directories.

SPEAKERS BUREAU of UC provides university scholars prepared to present lectures on more than 600 topics. The service charges no fee but honoraria go directly to speakers. Requests may be addressed to Speakers Bureau, University Extension, University of California, Berkeley 4.



CTA-SS SPONSORED STUDY CRUISE to the South Seas will embark June 18 from San Francisco and June 19 from Los Angeles aboard the Matson luxury liner Monterey. Bookings for the second cruise to be promoted by Southern Section in cooperation with the University of Southern California are filling rapidly, according to Dr. Chester Gilpin, associate secretary. Shown admiring the Polynesian decor on the Monterey are Dr. Louis Thorpe (right) and Dr. Donald W. Rowland of USC, who will teach classes afloat, and CTA members Marianne Melancon (front left), Betty Strange, and Georgia Parkyn.

MEXICO FIESTA tour, sponsored by CTA Bay Section for fourth year, is scheduled to leave San Francisco June 30 for two-week air trip to interesting places in southern republic. Price is set at \$412; early reservations are expected from Bay Section members.

CTA Journal, April 1961

NEWS *in education*

PEACE CORPS of American youth, created early last month by President Kennedy's executive order, has swamped the temporary offices in Washington with thousands of applications. Though not yet firm, standards will probably be: 500 to 1000 in the corps by the end of this year; perhaps some assigned to slum and depressed areas in this country; emphasis on teachers and young people with definite skills; intensive orientation as a recruit. The corps was primary topic of 1500 delegates at convention of Association for Higher Education in Chicago last month, urging partnership of higher education and government and offering college facilities for Peace Corps training.



ADMIRAL ARLEIGH A. BURKE, left, chief of Naval Operations since 1955, was winner of this year's Golden Key Award, presented at AASA conference in Philadelphia March 25. He is shown above demonstrating a model of a Polaris-type submarine to his former college professor with whom he shared the award. Dean Warren L. McCabe, now administrative dean at Polytechnic Institute of Brooklyn, taught young Burke 30 years ago. The admiral is now 60; the dean is 62.

CALIFORNIA CASUALTY Indemnity Exchange, underwriters of the CTA homeowners and automobile insurance plans, has opened an office in Fresno to provide service to policy-holders in the Central Section. The office at 5144 North Palm Street will be managed by Charles Fleshman. Sid Emison, who has been a salesman with the company for several years, will be teachers' representative. Mrs. Toby Chackmak is receptionist in the new Fresno office.

STATE COLLEGE faculty salaries range from \$405 per month for assistants to \$1,023 for professors. The weighted average for 3,594 employees in 13 colleges in 1960, according to a bulletin of the state department of education, is \$711 a month for full time 12-month employment. The median is \$660 a month.

NEWS *in education*

LOST MEMBERS: Checks are waiting at the offices of California Casualty Indemnity Exchange for 14 CTA members who earned dividends on expired policies but whose present addresses are unknown. Anyone knowing the whereabouts of the following persons should communicate with Don Saffholm, CCIE, 550 Kearny St., San Francisco 8:

Jeanne Florence Page, Fresno; Virginia Sporakowski, Bakersfield; Bill Williams, Firebaugh; Ted B. Veal, National City; Gayle B. Christensen, Covina; Shirley Ann Scalett, Modesto; Cherry Taylor, Eugene, Oregon; Armand L. Glick, Carmichael; Sam Rodich, Auburn; Shirley Ann Scalett, Carmel; Dawne Bernhardt, Swansea, Wales; Mary Alice Rule, Sacramento; Florence E. Brown, Montana; James and Georgia Blaine, Corcoran.

DECLARATIONS OF LOYALTY from organizations seeking to use public school facilities are invalid. So declared the state supreme court in January when it found a California law unconstitutional which had been invoked by Los Angeles and San Diego boards in closing school auditoriums to the American Civil Liberties Union.

A LITTLE EXTRA PUSH is the title of an article in March 16 *Reporter* which describes the role of unpaid women who go into New York City schools to help. They listen to readers, organize libraries, lead museum excursions, and perform other volunteer services. The volunteers find the work rewarding; teachers report that children like the treatment.

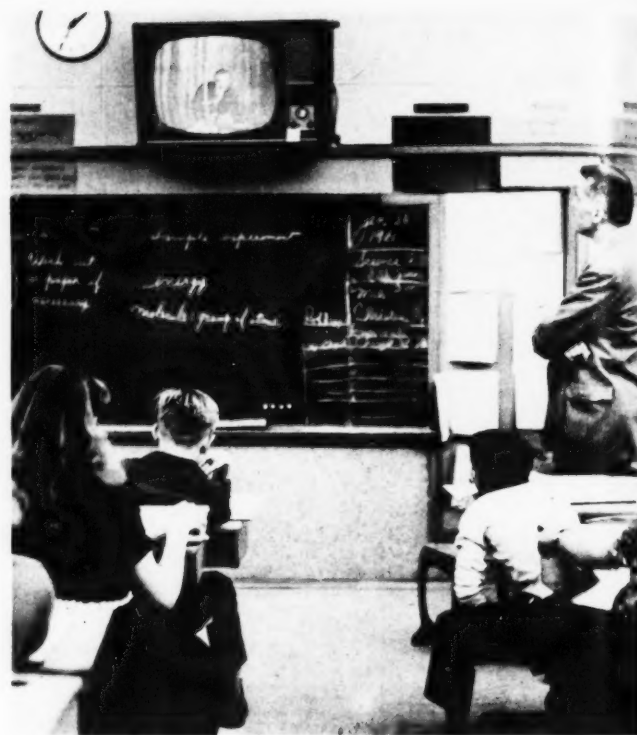
FRENCH-SPEAKING educators are being recruited by UNESCO and the State Department for posts in the Ministry of Education at Leopoldville, Republic of Congo. In addition to tax-exempt base salaries, \$20 per diem is paid, plus an allowance of \$100 for tropical clothing. Family allowances are added, but dependents may not accompany personnel selected. Applicants may address Staffing Management Officer, Office of International Administration, Department of State, Washington 25, D.C.

AUDIO-VISUAL Instruction division of NEA (DAVI) elected William H. Allen, director of research, Department of Cinema, USC, vice president for 1960-61. Kenneth D. Norberg, professor of education, Sacramento State College, was named director-at-large. The outgoing president, Dr. James D. Finn of USC, will preside at the DAVI convention to be held April 24-28 at Miami Beach.

"TECHNOLOGICAL Advance and Industrial Arts" will be the theme of the American Industrial Arts Association convention in St. Louis April 5-7. AIAA recently announced the appointment of its first full-time executive secretary, Kenneth E. Dawson of Maryland, who has established his offices in NEA Center.

A SCHOLARSHIP FUND honoring the name of Beatrice Meyers, Santa Paula teacher, has been created by CTA-SS board of directors. Contributions are being received at the Section headquarters in Los Angeles.

POLY ROYAL, California State Polytechnic College's 29th annual "show window of progress" will be held April 28-29 at the San Luis Obispo campus. More than 15,000 visitors are expected.



LAB SCIENCE VIA TV: Felton school sixth graders and their teacher, Nado Shutt, watch a laboratory science demonstration on a closed circuit television receiver. Lennox school district, Los Angeles county, is believed to have one of the first district-owned educational CCTV systems in the country. One of the five schools in the district will be taught "live" while classes at the other four schools will receive 20-minute periods of televised experiments. The system was pioneered by Dr. Gerald Dart, district superintendent.

THE CHALLENGE OF CHANGE will be the 50th year theme of the California Conference on Health, Welfare and Recreation when it meets April 16-19 at the Hotel Biltmore, Los Angeles. Social welfare and community health problems will be discussed by internationally known speakers.

AMERICAN BAR ASSOCIATION endorsed a resolution calling for "adequate instruction in history, doctrines, objectives, and techniques of Communism" in the nation's high schools and colleges.

BENJAMIN C. WILLIS, Chicago superintendent of schools, became president of AASA March 15 and Irby B. Carruth, superintendent from Austin, Texas, assumed his new position as president-elect, to succeed to the top spot next year.

BAY SECTION COUNCIL had its March 11 meeting at Kaiser Industries' new 28-story aluminum and glass headquarters building in Oakland. Luncheon featured prize-winning recipes in recent Section contest.

COLLEGE STUDENTS will receive \$57.7 million in federal funds during the 1960-61 year under the National Defense Student Loan Program, the U. S. Office of Education announced. Approximately 135,000 students have obtained \$60 million in loans since the program began 20 months ago. At present 1407 colleges and universities participate.

Compensation Coverage

Teachers are protected without cost under provisions of California's Workmen's Compensation Law.

TEACHERS and other public school employees are covered by the Workmen's Compensation Law of California. Compensation insurance benefits are provided employees through the State Compensation Insurance Fund, the carrier for public school employees. The school districts pay the premiums for this insurance. Compensation is provided for illness, or "industrial injury" and such injury is defined as that which occurs while the employee is at work and arises because of his work or working conditions.

Benefits include medical, surgical, and hospital treatment essential to the cure or relief of the effects of an injury. This includes medicines, nursing care, transportation expense incident to treatment given and examinations ordered, medicinal and surgical supplies, and orthopedic aids and prostheses such as artificial eyes, arms, hands, legs and feet.

After the seventh day of absence from a school position for an industrial injury or illness, an employee may qualify for temporary weekly disability indemnity. Indemnity may begin with the first day in case of hospitalization. This benefit ranges from \$20 to \$65 weekly depending upon earnings. A teacher earning \$350 to more than \$456 monthly qualifies for compensation ranging from \$50 to \$65 weekly. If the injury prevents one's returning to employment by the forty-ninth day of injury the insurance provides compensation for the first week of injury.

Temporary indemnity is payable for the time required to recover or until a condition of further improvement is not anticipated, whether or not one returns to work. Temporary disability ceases after 240 weeks in any case. If one returns to work but loses earnings through partial disability due to injury, he may qualify for partial weekly payments.

If the injured does not make a complete recovery, an application for permanent disability payments may be filed with the Industrial Accident Commission within five years of the date of injury. The amount of such compensation will depend upon a rating of one per cent to 100 per cent, which the Commission might assign to an employee's disability. Maximum weekly

permanent disability payment on injuries sustained on or before September 18, 1959, is \$52.50. Persons with disability-assigned ratings of 70 per cent or more qualify for life pensions at a slightly lower rate.

Disability rated at less than 70 per cent may qualify for permanent disability benefits extending for periods of from four weeks, on a rating of one per cent disability, to longer periods, with higher disability ratings, up to the 70 per cent rating to qualify for life benefits.

In the event of death following and caused by industrial injury or illness, death benefits are payable under Workmen's Compensation Insurance. There is now a burial benefit not to exceed \$600 following illness or injury sustained after September 18, 1959. The total dependent of an employee dying from industrial injury or illness sustained after September 18, 1959, might qualify for a maximum benefit of \$17,500 and such benefit in the case of a dependent wife and one or more minor children might be increased 25 per cent to \$20,500. In cases of partial dependency, death benefits not to exceed \$15,000 may be paid. In such cases the formula for payment will be four times the amount the deceased contributed to the support of the dependent.

Some other benefits accrue to employees to cover injury due to serious and wilful misconduct by an employer, penalty for unreasonable delay or refusal to pay compensation, and other unusual circumstances. Questions on coverage and requests for adjudication of disputes over compensation insurance should be addressed to the State Industrial Accident Commission, P. O. Box 603, San Francisco or 501 State Building, Los Angeles, or offices in other principal cities.

In the event of a permanent handicap following injury and caused by it, employees might qualify for vocational rehabilitation service. The service may include vocational counseling or training for another vocation without cost to the employee.

In the event of school-related accident or injury, teachers and other school employees should report to a doctor who will accept compensation insur-

ance cases. One may use services of his own doctor if that doctor accepts compensation insurance cases. The school districts may list for employees the names of some doctors known to accept such cases. Such information should be posted in schools along with other pertinent information concerning compensation insurance, including procedure for the employee in the event of industrial accident or injury. The State of California provides posters to serve this purpose.

Employees have a responsibility and time limits within which to notify school districts soon after an industrial accident, injury, or illness; and employers have obligations within time limits to notify the insurance carrier of an injury or illness or possibility of claim. The school district must report deaths from industrial accident and injury or illness to the Division of Labor Statistics and Research within 24 hours. All doctors, employers, and insurance companies must file complete reports of injuries with the Division of Labor Statistics and Research excepting that such reports are not required on disabilities lasting less than a day and not requiring more than first aid treatment.

The California Teachers Association State Council has recommended that school districts adopt industrial accident-injury-and-illness leave policies separate from sick leave policies. Such policies will provide that in the event of compensable industrial-injury-or-illness leave the injured will pay the district his compensation insurance checks and will receive from the district his full salary for the duration of his temporary disability.

In the absence of a district industrial-injury-and-illness leave, separate from sick leave, a district should have at least a policy providing for the extension of accumulated sick leave in the amount that the compensation insurance payments will provide with provision that the employee sign and pay his compensation insurance checks to the district for the duration of the extended sick leave. At the conclusion of such extended sick leave with full salary, the employee still on compensable temporary disability status will get the difference between his pay and that of a substitute, minus the usual tax, retirement, and other deductions, together with his compensation insurance—then no longer paid to the district.

If a district does not have separate industrial-injury leave, and does not ex-

tend sick leave in the amount of the compensation insurance payments, the employee need not turn over his Insurance Fund checks to the district and may receive both his sick leave and the compensation insurance payments. However, one may assume that payment of both insurance and sick leave was not the intent of the Legislature in providing employee benefits for industrial and sick leave. The CTA recommends that its chapters, the classified-employee organizations, and school administrators jointly develop compensation insurance policy for school board consideration and adoption.

This explanation of compensation insurance is a review of some of the facts concerning coverage and benefits. Parts of this explanation are taken directly from *Workmen's Compensation Law of California*, a publication of the Department of Industrial Relations and the Industrial Accident Commission. School district offices may have detailed information concerning the Workmen's Compensation Law of California. Administrators, teachers, or other school employees may get a copy of this leaflet, *Workman's Compensation Law*, by addressing the State Industrial Accident Commission, at P.O. Box 603, San Francisco, or 501 State Building, Los Angeles, or at commission offices in any of the following cities: Bakersfield, Eureka, Fresno, Long Beach, Oakland, Redding, Sacramento, San Bernardino, San Diego, San Jose, Santa Ana, Santa Barbara, Santa Rosa, and Stockton.

CTA Field Service has a publication on *Compensation Insurance in School Districts* as revised and approved by the Rights and Responsibilities committee of the State Council. This publication includes recommendations approved by the committee and the State Council of Education on compensation insurance policy in school districts. *Compensation Insurance in School Districts* was mailed to all chief school administrators last year and was given to CTA chapter presidents both last and this year in a presidents' kit of publications. Single copies are still available at CTA offices without charge to presidents, chapter committee chairmen, school administrators, and school board members. School districts which have adopted compensation insurance policies can perform a service for other districts by sending a copy of any adopted policy to CTA Field Service, 1705 Murchison Drive, Burlingame. —ROBERT M. REES ★★

CTA Field Service Executive

Atlantic City Host to N.E.A.

ATLANTIC CITY will be the 1961 setting for the 99th annual convention of the National Education Association meeting June 25-30. NEA officials are predicting a record turnout at the New Jersey city when delegates to the representative assembly and the convention gather to hear such outstanding speakers as Sir Ronald Gould of England, president of the World Confederation of Organizations of the Teaching Profession, and the Reverend James H. Robinson, founder and pastor of the Church of the Master, New York City. The Convention theme is: "A Charge to Keep."

The convention will officially open on Sunday, June 25, with 4 o'clock Vesper services. That evening, Clarice Kline, NEA president, and William G. Carr, executive secretary, will address the first general assembly. Other general assemblies will be held on Monday, Wednesday, and Friday evenings of the following week.

NEA committees, commissions, and departments have scheduled meetings throughout the week at which they will report to the membership and sponsor programs on current educational issues. Thursday afternoon will be devoted to special sessions, each of which will deal with "Promising New Practices in Education." These programs will cover school camping, the year-round-school, the "new" mathematics, the teaching of foreign affairs and foreign relations, automation in the classroom, foreign language teaching in the elementary school, homes for retired teachers, promising practices in lesson planning, promising new practices in staff utilization, testing programs, and the NEA Project on the Instructional Program.

State delegation meetings will be held Monday and Wednesday mornings from 7 a.m. until 9 a.m., and on Thursday

afternoon from 4:30 until 6. Open hearings of committees and commissions are scheduled Tuesday afternoon from 2 until 4 p.m., and department meetings are split between Monday and Wednesday afternoons. Election of officers and resolutions determining NEA policy will be adopted at the business sessions scheduled Tuesday through Friday mornings and Friday afternoon.

President Kline will be feted at a reception Thursday evening, and Friendship Night, at which candidates for NEA offices are honored, will also take place that evening.

In and About Atlantic City

The City has no curfew, except that the beach is closed from 1 a.m. to 6 a.m. to permit men and machines to keep it in trim. There are many participating sports to choose from including swimming in the ocean and indoor and outdoor pools; golf on five well-kept courses, and on five miniature links along the Boardwalk; fishing from piers, the beach, boats in the bay, and boats in the ocean; water skiing in protected areas; tennis on a dozen hard-surfaced courts; archery and trap shooting; and, last but not least, bicycling on the Boardwalk every morning.

Other leisure activities will be found in a wide selection of first run movies, star-studded shows on piers, supper clubs and cafes, sightseeing; or just lolling along in a Boardwalk chair.

Day at the UN

On Saturday following the convention the NEA Division of Travel Service and the NEA Committee on International Relations will sponsor a special "Day at the UN."

Arrangements will include transportation from Atlantic City, hotel accommodations, conducted UN tour, film showings, lunch in the UN cafeteria, and a talk by a top UN official. Cost will range from \$14 to \$28 depending upon services requested. Since participation must be limited to those with advance registration, persons interested should write to the NEA Division of Travel Service, National Education Association, 1201 16th Street N.W., Washington 6, D.C.

"WE ARE historically, firmly, and irrevocably committed to mass education in this country."—John A. Hannab

CTA Journal, April 1961

TIPS FOR TEACHERS

During the year scores of interesting letters and manuscripts come to the Journal office from California teachers describing ideas or methods used successfully in their classrooms. Limited editorial space for publication of unsolicited manuscripts causes the staff to reject with thanks—or save manuscripts until space should be available. The six examples printed below came from the latter file, after briefing. Our thanks go to these authors for permitting us to rewrite for this purpose—and additional thanks to the patient ones who have not yet broken into print.—Editor

SILK SCREEN PROCESS

ONE OF the problems of any teacher in special education is to minimize the stigma often accompanying abnormal groups. One way this can be done is to make group projects in a given field not too difficult for the pupils, but which will enhance pupil status and prestige in the regular school.

Ours is a class for mildly retarded children, and we hit upon the idea of using silk screening as the mechanism to give the group prestige. Silk screening is a process quite simple in principle, but producing very professional results. The basic process requires minimum skill or experience and is within the abilities of any teacher. We have printed art festival posters for the county office, place mats for the seventh and eighth grade parties, covers for the school yearbook, the school name on athletic shirts, and our own Valentine and Christmas cards.

We are no longer thought of as the "different" group, but as a group with something worthwhile to offer. I feel, as do many others, that we are doing a service to the whole community. We are very pleased that we have been able to accomplish so much—not with a new idea, but with a simple printing process developed many years ago.

—ROBERT H. MATHEW
Special education teacher,
Butte county office

NEWSWRITING EXERCISES

MOTIVATING students to write effective themes can be a pesky problem to an English teacher. Students are aware that their themes are graded, corrected—and then forgotten. True, a teacher may wax enthusiastic over improvement and even award some superior grades, but to the pupil this can seem an inadequate disposition of his creative efforts.

Providing opportunity for students to

get material published is one method of heightening interest in composition work. Of necessity, this means that written material will have to be of sufficiently high caliber to warrant publication.

The market for student manuscripts is almost nil, but we found one. Recently, after studying an editorial-type composition, my students were asked to submit a "letter to the editor" which would utilize the principles of editorial writing. Any subject of local, state or national interest could be chosen.

Each composition was evaluated in a teacher-student conference, and then re-written by the student. Subsequently, the letters were sent to newspapers and magazines.

The results were well worth the effort. Not only have many of the letters been published, but one letter was selected as "Letter of the Week" by the *Long Beach Independent, Press-Telegram*; for this, the writer received five dollars.

The "letter to the editor" is not only an effective composition activity, but the chances of publication can be improved. Since everyone enjoys seeing his name in print, this activity is a memorable one for the pupil.

—JOHN W. MYRES
Paramount high school

SAFETY PATROL

HAVE YOU ever stopped to think about what a school safety patrol means to a first or second grade child?

Intermediate grade children comprehend its purposes and procedures readily, and are drawn on for patrol members, but to the primary child, the patrol is too often an intangible "something." Yet they are the ones who need the help the most, and are often passed over lightly in patrol explanations.

To help alleviate this situation in our school, I resorted to my 35 mm. still-film camera. I reasoned that by using slides showing Corvallis students and Corvallis Safety Patrol members, we could get

our message across forcefully and emphatically, and yet keep interest high by using our own student body as the actors and models.

Our series consisted of 17 slides, a taped speech lasting five minutes, and marching music played softly in the background. The slides were shot from a low angle, simulating a child's-eye view of the scene. We stressed correct street-crossing procedures and showed bicycle safety practices. Patrol duties, organization, and membership were also shown, plus flag-raising and lowering, to point out the service responsibilities.

First shots were used at the beginning of the school term, followed up later in the year with new ones showing more action, and progress made in operation.

The children loved it. To see themselves, a friend, their school—all these closely related things on the screen, delighted them, and yet they were learning something about the patrol, of the qualifications necessary to be a member, and how each youngster, though not a member, could help the Safety Patrol.

—HENRY F. HAYNES
Corvallis school, San Leandro

BLACKBOARD SPINNER

The simplest "teaching machine" of them all, and quite the most adaptable is the Spin-a-test Blackboard Spinner. With this device a wide variety of subjects may be informally reviewed, tested, or drilled. Essentially a 15-inch counterbalanced spinner which attaches to the classroom blackboard, it will indicate subject-matter written around it. Sets of cue words, letters, phrases, numbers, symbols are supplied by the teacher. A specific kind of response to a set is required of the class: reading, translating, calculating, defining, explaining, locating, pronouncing, or identifying. The more items presented, the greater the challenge.

Instructions accompanying the Spin-a-test include a variety of applications suggested for arithmetic, reading, social studies, music, science, language, etc. Other subjects and skills may be easily adapted to it, according to the needs of the teacher and class. Some of the values of the Spin-a-test are:

1. It is convenient in reviewing what a teacher wants to review.

2. It has a strong motivating influence.
3. It is visible to an entire class.
4. It uses simple outlined material.
5. It serves as a guide to further teaching and review.
6. It serves as a guide for the construction of more formal tests.

—CECIL D. ALBERTS
Hermosa Beach

EYE MUSCLE ACTION

An electric light bulb may be used to demonstrate how the extrinsic eye muscles act. The socket of the light bulb is assumed to be the front of the eye and its glass portion the sclera. Two strings are attached by means of adhesive tape, one near the front of the glass and the other near the back.

Before using the device, it is explained to the students that insertions are on the eyeball because that is the part moved. With the exception of the medial rectus, the origin or point of attachment is medial to the insertion. All the muscles act by pulling the insertion toward the origin, thus rotating the eye.

To demonstrate the action of the recti, the front string is held by one hand and the light bulb is turned in the other hand until the string matches the position of a muscle. Then the string is pulled. The resulting movements will be as follows:

Superior rectus rotates front of eye up (elevation) and in

Inferior rectus.....down and in (adduction)

Medial or internal rectus.....in

Lateral or external rectus.....out

To demonstrate the action of the obliques, the rear string is pulled. The resulting movement is the reverse of what students expect, because movements of the eye refer to its front, thus:

Superior oblique.....down and out (abduction)

Inferior oblique.....up and out

Actually, eye muscle action is quite complex, but the above is probably satisfactory for a beginning course.

—JOHNETTE ENSIGN, M.D.
Los Angeles City College

MINIATURE FREEWAY

OUR KINDERGARTEN play area is a fenced space approximately 100 feet by 20 feet. It is filled with the usual play equipment: jungle gym, cement tunnels, and teeter-totters which are located on a grassy area with a large sandbox. The blacktop is designed especially for a

ball area with traveling space for wagons and tricycles.

A plan which the three kindergarten classes had organized, under excellent motivation by teachers, included a three-foot freeway 160 feet long drawn in a kidney shape. There were two cross walks with stop signs. One on-going approach and an exit ramp made their plan even more realistic. Parking areas were marked off and it was stressed that "cars" must be parked in designated areas. I could see that more than safety had been discussed; good housekeeping and orderliness had become an interesting outgrowth of the safety program.

The children love it! They follow safety rules with great determination. Five-year-olds are making safer freeways for tomorrow, and happy teachers are seeing their persistent efforts pay big dividends.

Future plans include a double-lane freeway for next year with traffic going both ways. If I know my kindergarten teachers, they'll get their double lane, and next year's kindergarten children will be progressing with our changing times.

—FELIX BOHAN
Cypress school, Covina

So You Want to Be An Administrator?

By James K. Vencill

SOME TIME AGO, my superintendent asked me, as a new administrator, to address a meeting of teachers interested in stepping from classroom ranks into administration. I objected, pleading my lack of experience, but he reasoned with me, pointing out that my fresh impressions had much value. With trepidation, I took on the assignment.

While preparing the talk, I attempted to analyze the changes that had taken place in my thinking since becoming an administrator. I felt they might be an indication of professional maturity, and I wanted to give a clear account of what I had found administration to be like. Realizing that many of my impressions would not necessarily apply to personnel in other districts of dissimilar size and philosophy, I directed the thesis to factors indigenous to school administration everywhere.

As a Teacher

For the first year or two, I was concerned exclusively with the areas directly relating to children at the "grass roots" level. This consumed all my professional time. I was not particularly interested in the broader aspects of the field, sometimes rather resenting the administrative impingements upon time that detracted from classroom tasks. I

viewed administrators as those who filled my teaching needs. Often, I felt they did not understand some of the problems of children and teachers. I had capable administrators and was backed by a sound district philosophy, but I thought these people needed to return to the classroom for a while to revive forgotten instructional basics.

As I gained experience, my views began to change and enlarge. I engaged in reading, research and participation in local and county organizations. I began to see that the relationship of curriculum, qualified personnel, and administrative practices had a vital bearing upon the standards of classroom instruction. District level business became important and necessary.

As a Vice-Principal

Here began a bewildering experience. A vice-principal executes all matters which release a principal to fulfill his function of operating a smooth-running plant. In addition to important duties, the job included: fixing equipment; folding chairs; washing traffic belts; counting children, bats, chalk, lunch money; and looking for roof leaks.

The concept of what duties should be delegated to administrators is sometimes contested in educational circles. They supervise, organize and orient classroom instruction and curriculum, traffic patrols, fire drills, assemblies, fes-

(Turn to page 38)



Golden sand beaches attract surf and sunbathers to Cannon Beach, on U.S. 101.

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- H. Home Economics Education in the Junior High School
- I. Junior High School Curriculum
- J. Briefhand
- K. New-Teacher Workshop in Typing
- L. Economic Education
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This classroom-tested illustration from the Moon article appears in color in the 1961 World Book.



World Book

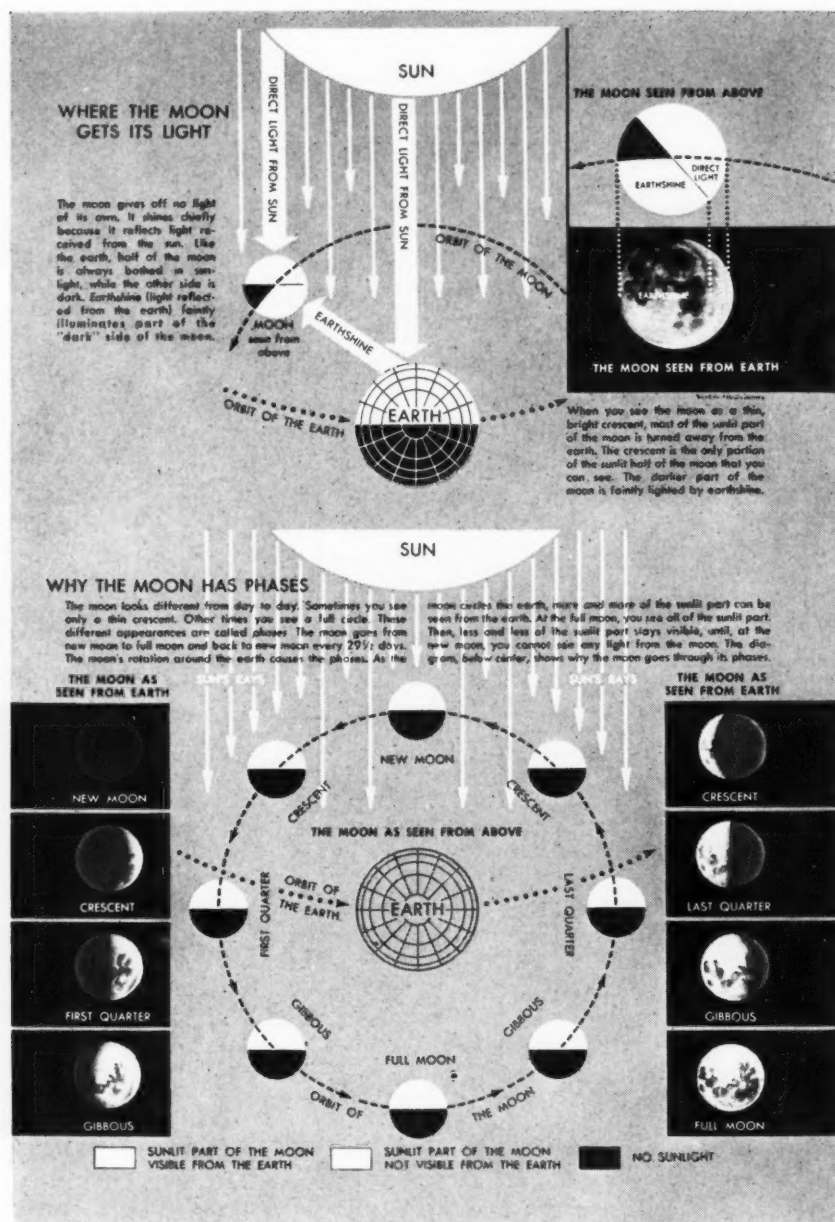
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CTA Journal, April 1961

TEACHING AS A COMMUNICATIONS ART

(Continued from page 3)

risk" when he sees a problem, keeping it to himself rather than communicating it to others. The teacher must often go against tradition expressed by sayings such as, "What you don't know won't hurt you!" Or, "Out of sight, out of mind!" Sayings such as these *create* insecurity risks among teachers who notice problems but fear the public criticism that might come from alerting others.

In effect, the teacher must risk the insecurity which might develop and consider the risk a worthy hazard in the cause of teaching. The possibility of becoming an insecurity risk is the first of three traps to be avoided.

Chicken Little fell into a second trap which anyone in a position of leadership must avoid: upsetting others unnecessarily. A problem, by its definition, means trouble. Unnecessary tension, therefore, will only make a class feel worse about having to face the problem. The trap of being ineffective lies in wait for any intellectual. The Chicken Littles, whose screams upset us all the more, we might call "ineffectuals."

An insecurity risk sees problems, but because of fear is unable to inform others. An ineffectual sees problems and needlessly upsets others. Both traps await the teacher in the normal pursuit of his profession.

The third trap is that of "bench-sitting." This trap snares those who turn over to a second-in-command the communication of an idea which they have discovered. Too often an otherwise good idea is distorted out of all proportion and defeats itself.

The teacher fails when, after seeing a problem, he relegates its communication to a second-in-command. We express this criticism by saying, "Those who cannot do, teach!" This common remark indicates that some teachers warm the bench while the ball is carried by persons whose attitudes do not coincide with the purposes of the profession.

1. See the problem. Don't be disturbed that you see a problem which others fail to see. You are a teacher because you see problems. Those who see problems must teach.

2. Be aware of your purpose. Don't

be a fault-finder. Risk insecurity rather than keep the problem to yourself.

3. Judge the effect of the problem on the learner. Don't be an ineffectual by upsetting others unnecessarily. Don't warm the bench by letting someone substitute for you. Bring light on the problem without increasing the heat on the learner.

4. Help the learner understand his values. What the learner does not know may hurt him. If his ignorance is blissful, realize that knowledge of his own interests will have an emotional effect upon him.

5. Define the problem with the learner. Consider it a matter in teaching: find the teacher, the learner, the material, and the community. Consider the problem as one in communication: locate the sender, the receiver, the topic and ignite the spark of confidence.

6. Allow for differences and find similarities. Involve others related to the problem. Admit that the problem exists beyond both the learner and yourself. Bring experts in as equals.

7. Plan action which can be tested. Study the limits which the community sets for the problem's solution. Consider how the community can be expanded by new solutions. Figure how to measure changes as you act, and so improve your actions, step by step.

8. Begin teaching without increasing tension. Make a critical problem a normal one by reducing the pressure you exert on it. Work toward light and reduce the heat!

9. Judge the solution together with the learner. The teacher always learns more than the student! Don't evaluate the learner alone; each action also tests you. Find how well the solution fits the problem. Find what other problems the solution has created.

10. Help the learner become a teacher. If the learner has solved a problem, he can teach others. If he can teach the solution to others, the community expands. By teaching others, the learner gains confidence in himself and in you—his teacher and his community. And this is the artistic essence of teaching. ★★

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- E. Economic Education Workshop: June 19-July 14.
- F. Speech Correction Seminars: Crippled Children's Division—June 19-July 14 (Seminar and Practicum in Stuttering); July 17-Aug. 11 (Seminar in Examination and Diagnostic Procedures in Speech).
- G. Deutsche Sommerschule am Pazifik: Reed Campus—June 16-Aug. 5.
- H. Aerospace Workshop: Portland Air Base, China Lake Naval Ordnance Station, Edwards Air Force Base (airlift)—July 10-Aug. 5.
- I. Summer Counseling & Guidance Institute: Marshall High School—June 19-Aug. 11.
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Further information from Trafford P. Maher, S.J., Ph.D., Director, Dept. of Educ., Human Relations Center for Training and Research, 221 North Grand Blvd., St. Louis 3, Mo.

SUBTRACTING AND DIVIDING

(Continued from Page 13)

variety of experiences to stimulate and enrich the imagination, and allowing them to pursue some tasks of their own choosing. Further, they have to be given special training in the disciplines of solving problems, including reading, writing, mathematics, and the scientific methods of thought.

3. It should promote intellectual understanding; a knowledge of *why*, above and beyond a knowledge of *what* and *how*. To develop this breadth and depth of understanding, a program needs to include study of the backgrounds of ideas and facts, the relationships among them, and their implications.

4. It should try to inculcate in the students the values of a democracy. By precept and example, and by means of the experiences given them, the children should be shown the meaning and value of such ideals as the *worth of the individual*, *service to society*, *group decision-makings*, and *democratic leadership*.

5. Finally, it should promote the personal development of the children by helping them to "find" themselves. This may best be done by providing them with persons after whom they may model their own lives. Association with, and reading and talking about, men and women who have been creative and have done excellent work, for example, is motivation for the youngsters to do likewise and demonstrates to them how it can be done. More than this, to know about and observe gifted persons who are exemplary will help them to answer the questions of life: "Who am I?" and "Where am I going?" It is especially desirable that the teachers of the gifted be persons who exemplify those qualities which the program wishes to develop in the students.

Clearly, these five elements should characterize the entire school curriculum, and often do. But a special program for the gifted ought to give greater attention to these matters. Accordingly, if such a program is to be instituted or improved by subtraction, only those things should be taken from the course of study which fail to contribute very much to these aims. And if division is used, only the work that can best be done by other persons or agencies should be relegated to them.

Of course, *taking from* is not the only way to provide for gifted students or improve a school curriculum at large. But

in the same way that churches need the labors of a fiery evangelist, and philosophy needs the work of a Sidney Hook; so a course of study needs winnowing in order to make it more effective.

This process promises other dividends. Teacher morale will go up. Teachers will gratefully support efforts that remove burdens from their heavy-laden shoulders. And the community will likely become more favorably interested in the school which practices economy and which consults with them and involves them in its program.

The matter may be summed up in another way. To develop and maintain a healthy curriculum, these days, requires building up *and* reducing; surgery, too, may be indicated. ★★

No "Pay Increase"

Editor:

At a recent meeting of the Executive Council of our Compton Union Secondary Teachers Association it was moved to write you regarding the article on "The All-Year Program at Whittier" appearing in your February issue.

We feel the article by Superintendent Holloway is not fair in calling the extra pay received by the teachers as a ten per cent salary increase as generally understood. It should rather be considered as extra reimbursement for extra work or increased period of service. It was not just a plain "increase in pay."

We feel this is not made clear in the article. In fact, it is misleading to call this extra pay an increase as such. It is felt that other schools may follow Whittier's example, to which we have no objection, but to call the extra pay for the extra work a pay increase is basically incorrect.

A fair definition of a pay increase is, we feel, when the pay for a stated definite period of time, usually a month, is increased. More pay per school year when additional time has been expended in executing the tasks involved is not a raise.

Your Journal is greatly appreciated by our teachers and each issue is eagerly awaited.

—KARL A. OLSON
President, CUSTA
Compton

Controlling Glare

Editor:

I was interested in the bottom photo on the cover of March CTA Journal. The room pictured has a definite glare problem from outside ground covering. Some of the children are facing the glare and the teacher would, perhaps, be facing those windows a good deal of the time.

It disturbs me to see a so-called modern classroom which is unable to use today's instructional materials, motion picture projectors, etc. Rooms without light control are outmoded the day the class moves in.

For teacher and pupil comfort and for teaching efficiency, most important are means of darkening the room and controlling glare.

—BEN L. GUMM
Audio-Visual Services
San Diego City Schools

Summer Sessions Include Offerings For Teachers

ALL COLLEGES and universities in California will be offering summer sessions this year and most will have courses designed especially for teachers. Announcements reaching the *Journal* office this spring include broad subject coverage and excellent faculty assignments. In most cases registration would be expected before the first sessions in June.

Some announcements of special interest for California institutions and for others outside the state include the following:

An attempt will be made to define guidelines for education of children during their early school years at a workshop on "Early Childhood Education," held June 19-30 at UCLA extension. Instructor will be Mrs. Lois Nelson, supervisor and demonstration teacher at the University Elementary School, with Dr. Lorraine Sherer, associate professor of education at UCLA as consultant.

"Education of Exceptional Children" will be covered in a workshop at UCLA June 26 through July 28. Applications should be filed with the University extension, Los Angeles 24, prior to May 15.

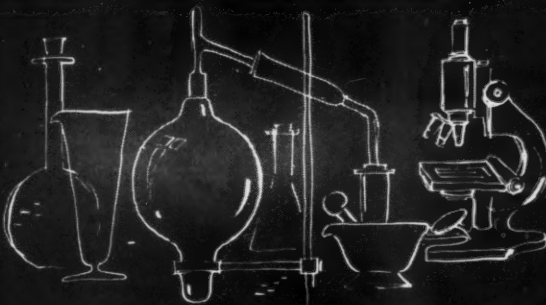
USC School of Journalism offers summer courses for teachers, administrators and school personnel in such fields as Yearbook Production, the School Newspaper and Writing School Publicity. Complete information from USC.

A summer program for high school journalism teachers is also being offered at the University of Oregon, Eugene, covering both journalism, advertising and reporting techniques.

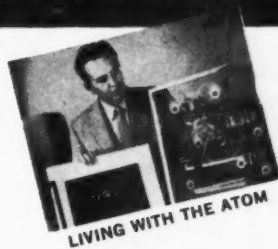
The NEA-sponsored Southwest Regional Conference on Instruction will be held April 16-19 in Tucson, Arizona, centering around the theme: Quality Education for All. Opening session will be addressed by Waurine Walker, NEA past president. CTA's Arthur F. Corey will be among general session speakers exploring such topics as quality teachers and administrators for quality schools, motivation, professional responsibility for curriculum and new educational projects on the national and state level.

Turn to page 42

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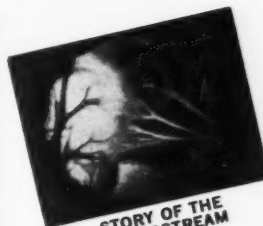
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CTA Public Relations Executive

Special Credential

Q. Can a teacher holding a special secondary credential be required to substitute in classes not included in his specialization? Does this jeopardize the teacher's credential? Would a refusal be insubordination?

Ans. It is not proper for a teacher with a special credential to serve as substitute in subject areas not authorized by his credential. Acceptance of such an assignment doesn't jeopardize the teacher's credential, but it should result in the district's loss of state apportionments for attendance in classes where no properly certificated teacher is present.

A refusal to perform duties for which you are not legally qualified shouldn't be considered insubordination, but I'd be reluctant to place that much strain on human nature if I had only probationary classification.

It would be appropriate and more tactful when the request or assignment is made to write a note to the administrator calling his attention to the limitations of your certification and pointing out that the district would lose the attendance in those classes in computing A.D.A. for state apportionments. You could include a sentence assuring the principal of your willingness to assist if such loss of attendance is not of concern. This communication would place you on record as assisting the district to avoid difficulties, and at the same time places full responsibility on the person making the assignment.

Economic "Plight"

Q. Why is there not more CTA-sponsored television to publicize the plight of educators?

Ans. Your letter indicates that it's the economic "plight of educators" which concerns you.

I, too, am deeply interested in advancing the economic status of teachers. That's a major part of our job in association public relations. But if the majority of teachers think we should be making an appeal through mass media to end poverty in the teaching profession, they

have the wrong public relations executive. I could not be a party to such advice.

Even though we agree that teachers' salaries need to continue upward, I feel we've exhausted—perhaps long ago—the efficacy of the "pity poor me, a teacher" approach. The charity appeal can no longer build any kind of prestige or economic status. It's time for pride in the quality and high standards of the teaching profession to provide the basis for economic progress.

So long as the association follows the advice of its public relations counsel, our efforts will be directed toward building understanding of what teachers do, the skills and special knowledge required, and the importance of their work. "What teachers want" may evoke some public sympathy, but little positive action. Understanding and appreciation of what teachers do is the foundation for real public concern regarding loss of high quality personnel to other professions or vocations. We'll keep on trying to increase this understanding.

Fourth Consecutive Year

Q. This is my third year in our district, and I have been led to believe that I will be offered tenure. I also have an opportunity to teach overseas in an Army school next year. Could I still be granted tenure if I accept the Army assignment for a year, or must tenure be given only after returning to the same school in the fall?

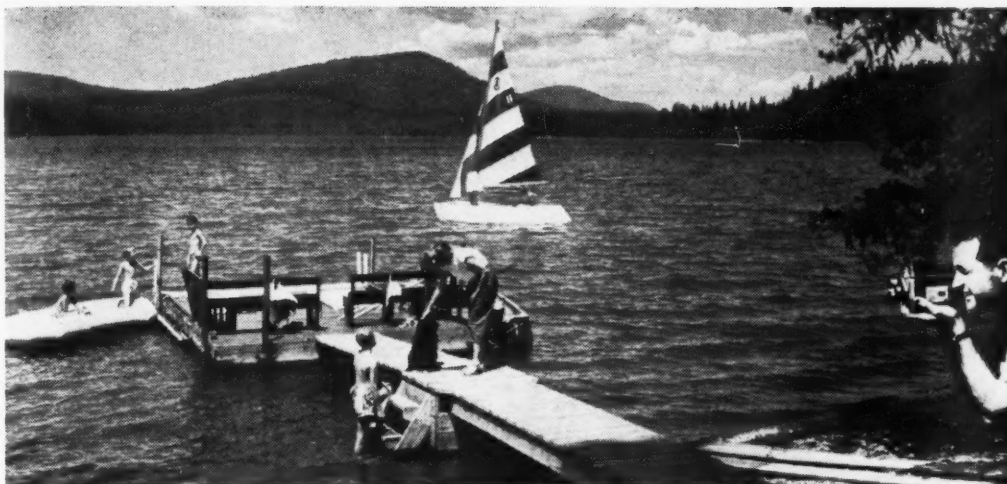
Ans. To obtain permanent classification, you must be employed and begin service for the fourth consecutive year in the same district.

If you request and are granted a leave of absence to teach overseas, you would be classified as permanent upon your return to the district. However, it would be possible for the district to notify you before May 15 of the year while you're on leave that the board had decided not to re-employ you. That wouldn't be likely to happen after the board had granted the leave, but it could.

Help on Classification

Q. Our district requires that all units credited for salary classifications above

Turn to page 32



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VISITING PROFESSORS:

Dr. Naomi Allenbaugh, Ohio State University; Dr. Richard Morland, Stetson University; Miss Nancy Van Anne, Colorado State College; Ingrid Nagel, Sportshochschule, Cologne, Germany; Erick Hawkins, New York.

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(Continued from page 30)
the A.B. degree be taken after the degree is granted. I took extra lower division work before receiving my degree, and I feel that I should receive credit for it the same as I would now if I chose to take the same courses at a neighboring junior college. What department or organization within the CTA could assist a teacher with this problem?

Ans. The CTA committee which concerns itself with association salary policy is the Committee on Salary Schedules and Trends, for which Dr. John Bright is the staff consultant. CTA field service representatives and salary consultants assist local chapters and districts in developing sound salary schedules and policies.

How much help you would receive is doubtful. Most districts which require an A.B. plus a given number of units for a salary classification require that the units be taken after the degree, though an exception is often made in those rare cases where a teacher has planned his course so that he receives his degree at the end of the fifth year, along with his credential. A few colleges have permitted such preparation plans, and the graduate courses are credited by the district as though taken after the degree.

However, there are mighty few districts which give salary credit for lower division courses; many require that all courses for higher salary classifications be taken on the graduate level.

Duty Overload

Q. I'm allowed one hour per day for my assignment as yearbook adviser. It takes far more than this to produce a 190-page book without other faculty help. I use at least one conference period plus numerous Saturdays, nights, and other free time. I have been granted no immunity from other duties, and have been put to considerable expense. Can and should I expect payment for overtime, transportation and other incidentals connected with this assignment?

Ans. I'm familiar with the problems you face in yearbook production time and expense. I once had that assignment, along with the student newspaper and student body adviser duties. The same problem exists for many other types of special duties — plays, carnivals, band performances, music concerts, athletics, or just correcting English themes.

CTA policy urges equalization of duties and assignments rather than extra pay for extra duties. The first step is to check district policy on these matters, then involve the association in working

out recommendations for equalizing load or payment for extraordinary extra duties. (See Dr. Bright's article in this issue.—Ed.)

Extra compensation can be requested, but not demanded. It would be highly unlikely that the district would (and not entirely clear that it could) pay for such time expenditure in the past unless a policy existed permitting added payment for special duties. Such a request probably would have to be directed toward the future.

If travel expense is unavoidable in fulfilling an assigned duty, the district could be compelled to reimburse you, but it would be advisable to get this understanding in advance. In some cases, the yearbook is published from student funds and necessary travel could be paid from the same source. I tried to avoid such costs by having the engraving, photography and bindery representatives come to me instead of going to them. It never occurred to me to charge for the six-mile round trips to the printer.

The very nature of diverse duties in high schools leads to many unfair situations. The best results so far have been obtained when faculty and administration work together to equalize these loads as closely as possible, recognizing that complete equality will never be achieved.

Contest on Tenure

Q. I've been told that refusal of tenure after three years of service can be contested. In my mid-year evaluation, the principal recommended me for permanent classification. Since a discipline incident, the implication is that I may not be re-employed. Although I disagree with the administrative viewpoint on disciplinary philosophy, I have complied with all directives and wishes expressed to me. Several teachers last year were dismissed for "disagreement with the administration." I have no wish to create a major incident, but I feel that my treatment has been unfair and discriminatory. What channels exist to contest such a dismissal?

Ans. Unless written district policy has been violated by the board or administration, the probationary teacher has no legal basis to contest denial of re-employment. He can request a hearing before the governing board, but it isn't mandatory that the board grant this request, though most of them do.

In many chapters, the professional relations committee provides the best avenue for review and reconsideration of problems such as you outline. This

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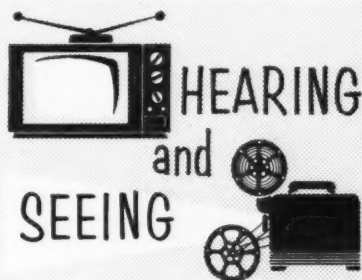
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enables the teacher to seek solution of the issue without making it a subject of public debate and conflict—a process which rarely aids the teacher but often damages both the teacher and the school.

Of course, we don't recognize "disagreement," *per se*, as a reasonable cause for dismissal unless the disagreement is manifested in ways which disrupt the faculty or the educational program. The Education Code, however, grants wide latitude to the employing district in decisions on probationary teachers. That's the price we now pay for extraordinary protection of permanent teachers. ★★



News of Film and Television

Gathered by Vivian Toewe

AT THE Western Radio and Television Conference in Salt Lake City, February 23-25, Mabel Perryman, radio-TV director in CTA Public Relations Department, was elected secretary-treasurer for the coming year. Speakers at opening general session were William G. Harley, NAEB president and John F. White, president of NETRC. James Day, KQED, and Rudy Bretz, UCLA, were among those featured in individual sessions.

A/V Equipment

The overhead projector, one of the most useful items in the audio-visual supply room, is discussed in a softcover book published by Henry Stewart, of Buffalo. Title is *Overhead Projection*; authors are Horace Clay Hartsell, Ph.D., and W. L. Veenendaal, M.S., both at Audio-Visual Center, Michigan State University.

Another useful bit of equipment is the Mobile Audio Console manufactured by F. M. Curtin. Descriptive literature available on request from manufacturer at 1706 Grove Way, Hayward.

Films

A University is a Teacher. 30-minute 16 mm. film, showing importance of teacher in society. Available at no charge; write Film Dept., Department of Cinema, USC, Los Angeles 7.

The Magic of Sulphur. 27-minute 16 mm. film, covering history, production, chemistry and everyday uses of sulphur. Available at no charge from Graphic Services, Bureau of

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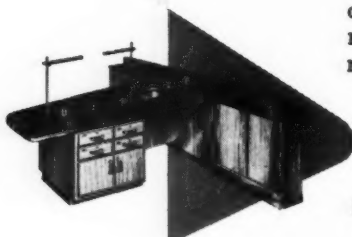
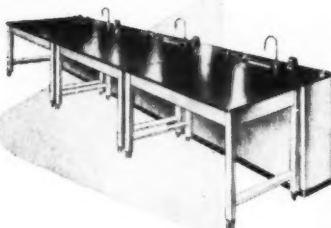
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Mental Health Films. National Institute of Mental Health has released a revised edition of Public Health Service Publication No. 218, listing a total of 375 motion pictures to be used in mental health programs. Available for 35c from Supt. of Documents, U. S. Govt. Printing Office, Washington 25, D. C. Ask for PHS Publication 218, *Mental Health Motion Pictures, A Selective Guide* 1960.

Films for Foreign Languages. New catalog released by A/V Center, Indiana University, listing over 125 foreign language films, usable from junior high through college level. Write Circulation Dept., A/V Center, Indiana University, asking for *Films for Foreign Language Instruction*. No charge.

Film Guide on Chemicals, Chemistry and the Chemical Industry. Catalog listing 223 films with alphabetical and subject indexes, roster of distributors and sources for films of related interest. Free from Mfg. Chemists' Assn., 1825 Connecticut Ave., N.W., Washington 9, D. C.

ETV

National Association of Educational Broadcasters has undertaken a project with U. S. Office of Education to determine what education needs in the way of television channels now and in the future. Members of the advisory committee for the survey include Robert M. Hutchins and Paul Woodring. John C. Crabbe, of ETV station KVIE in Sacramento, is among the regional consultants named.

KQED, Bay Area ETV station, took advantage of its microwave relay with KVIE March 6 to start airing "State of the Capitol." Reports directly from Sacramento by a round table of authoritative State leaders revolve around key issues currently before the State Legislature. Mondays, 8:30-9:00 p.m.

"Robert Herridge Theater" which has long been one of the fine shows aired over KCOP (Los Angeles) is now being shown Thursday nights over KQED (San Francisco).

Slightly more than a month ago, 260 New York City teachers began taking the first comprehensive course on television offered in that city. "Television in Today's World," the 15-session course, was developed cooperatively by the N. Y. City Board of Education's Division of Personnel and Teacher Training and the Television Information Office. The course is intended to acquaint teachers in elementary and secondary schools with functioning of TV as a communication form, an art form, an industry, and a social institution. Most of the lecturers will be television personnel actively involved in TV in New York and nationally, with several sessions conducted by educators to help orient teachers constructively in utilization of commercial TV as an adjunct to formal in-school teaching.

Commercial TV

There is admittedly much in commercial TV which needs improving, but this statement from a recent publication of the Television Information Office is worth thinking about: "... more people currently see performances of Shakespeare on television than have seen his plays in all the years since they were written."

CBS Network has begun a new weekly series entitled "Accent," devoted to exploring a wide range of subjects, including the worlds

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Educational Travel Division

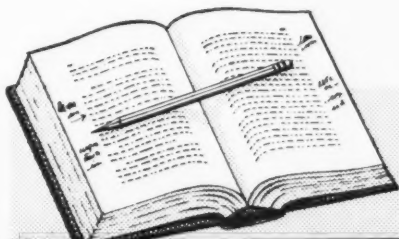
HALLMARK TOURS

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of art, music, drama, literature, science and
education. Premiere show was February 26.

ABC's new network show, "Meet the Pro-
fessor," which began in February, featured
Californian Dr. Harrison Brown, from Cal
Tech on March 5. Dr. Harold Taylor, host,
discussed with Dr. Brown the impact of mod-
ern science and technology on society, inter-
national exchange of scientific ideas, and the
role of the natural scientist in the disarmament
movement.

"Career," a TV show in which leaders in
their fields evaluate their careers for young
people, is being shown Tuesdays over San
Francisco TV station KPIX. Stanley T. Don-
ner of Stanford's Speech and Drama Depart-
ment moderates the program, with a panel of
five Stanford students questioning each week's
speaker about his field. Recent guests in-
cluded Glenn T. Seaborg and Cornelia Otis
Skinner.



Notes in the Margin

IN THE PAST few years, paperback books
have taken on new importance in the school
field. In some states, schools themselves are
capitalizing on the trend by establishing stu-
dent-run paperback stores. It pays off. In Min-
nesota, one high school sold almost 5,000
paperbacks in six months; a Virginia high
school more than 1,000 in less than a month;
and a New York school 100 in the first one and
one-half days of operation. Generally, books
are selected from lists such as *Paperbound Books
in Print* (published by R. R. Bowker, 62 W.
45th St., New York 36), purchased at discount,
and sold to students at list, ranging from 25c
to 95c. Articles in *School Management* (August
1960) and *Publishers' Weekly* (November 21,
1960) describe plans in current operation.

With NATIONAL LIBRARY WEEK in
April, it seems appropriate to comment on a
book on library use, published by Charles E.
Merrill Books, Inc., Columbus 16, Ohio. *Using
the Library* is a consumable, soft-cover text-
workbook with general information on borrow-
ing books, courtesy in the library, and use of
the card catalog. Lessons explore classification
and shelving practices, acquaint children with
reference materials, and emphasize proper use
of books and contents. Authors are Mary T.
Zimmerman, Martha G. Petrucci and Joan
Mathy. List price, 60c.

Textbook publisher Lyons & Carnahan, Chi-
cago, has been purchased by Meredith Publish-
ing Company, best known perhaps, as publisher
of *Better Homes & Gardens*. Recently, Meredith
acquired Appleton-Century-Crofts, and early in
1959, purchased Replogle Globe, Chicago.
Encyclopedia publisher, F. E. Compton & Co.
has been purchased by Encyclopedia Britan-
nica. Other recent mergers, pointing up trend
of publishers to combine operations, are those
of Singer and Random House; Harcourt, Brace

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The National Interest and the Teaching of English, a report by the National Council of Teachers of English on the status of the profession is the first such official Council survey in 35 years. Chairman of the committee preparing report is James R. Squire, executive secretary of NCTA. Dr. Squire was editor of *California Journal for Instructional Improvement* from October 1958 to October 1959, when he left to assume his post with NCTE. Copies may be purchased for \$1.95 from the Council at 508 S. 6th St., Champaign, Illinois.

In *A Living Bill of Rights*, Supreme Court

Justice William O. Douglas relates the first ten amendments of the Constitution to today's major issues: racial problems, anti-Communist and loyalty questions, and our educational system. Publisher is Doubleday, 575 Madison Avenue, New York 22.

Education of Teachers: Certification is the interpretative report of the TEPS Conference in San Diego, 1960, in which representatives of nearly 70 national associations and organizations concerned with education took up problems of certification. General agreement seemed to be reached over point that legal responsibility and basic control over certification be

Speech Improvements Through Fun Situations

These two types of joyous activity which help solve speech problems even before child is aware he has a problem are culled from speech teacher Roberta M. Buchanan's article in the Journal of Florida Education Association.

Games that have as primary objective the improvement of individual speech sounds also include training in coordination, relaxation, and controlled emotional release. For "10 Little Indians" game:

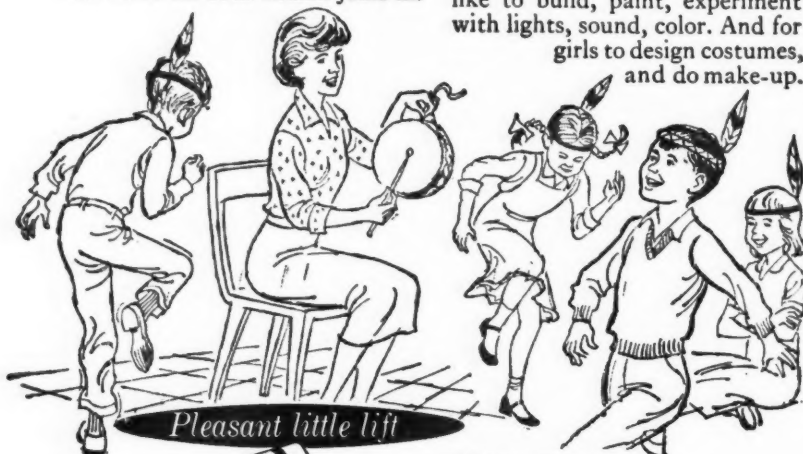
Class sits cross-legged in circle around chief (teacher) who leads their activity by beating her drum. (Might explain this was an early method of communication.) One beat prepares them for action. Then, as each Indian's number is called, he jumps up into position. Number can be duplicated.

Group rotates in war dance movement around chief according to tempo of drum beat, adding voice on voice till 10th Indian joins in.

This gradual increase in volume ends in war whoop. Indians rotate in war dance movement once more around chief to illustrate increase in tempo.

Starting again in unison, (10 little, 9 little, 8 little Indians etc.) each as number is called sits down in original cross-legged position and stops speaking. Chief ends game by softly beating her drum.

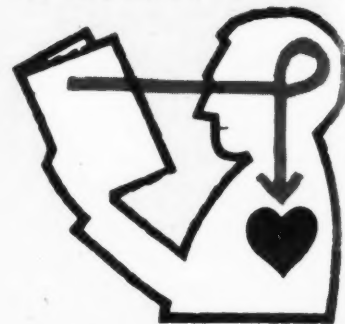
From first grade through high school, creative dramatics is a means of speech training. By group participation, child can forget fear and submerge self into the whole experience. And the business of play production can be creative outlet for boys who like to build, paint, experiment with lights, sound, color. And for girls to design costumes, and do make-up.



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vested in state departments of education, with steps taken to determine role of other groups involved in process. Although some participants disagreed on both requirements and means of implementing improvements, most agreed there is need for flexibility, plus a national body to ensure adequate quality of program and determination of role of profession in setting requirements and evaluating competence. 364 pp., \$3.50, from TEPS, NEA, Washington.

GUIDANCE & COUNSELING

Bulletin OE-25015 from U. S. Department of Health, Education and Welfare lists National Defense Counseling and Guidance Training Institutes to be held in the summer of 1961 and academic year 1961-62. Nearly 100 institutes are listed, together with information on enrollment eligibility, stipends and how to apply.

American Liberty Press, of Milwaukee, Wisconsin, has begun publication of the "Sextant Series," books intended to outline careers, and give information about qualifications for each particular field. First book of series to come from press is that covering jobs in "Manufacturing-Salaried" fields. The Wilkinson Method of personal profiling allows the student to profile himself in terms of general abilities, personal traits, physical abilities, interests and needs. When completed, the series will cover 24 vocational areas. \$1.88 soft cover, \$2.88 hard cover.

Military Publishing Institute, Inc., has released 1961 editions of *The Army Blue Book* and *The Air Force Blue Book*, companion publications to the *Navy Blue Book* listed in December CTA Journal. Volumes are \$1.50, contain articles by specialists in their fields. MPI is at 55 W. 42nd St., NYC 36.

A Guide to the Two-Year Colleges throughout the U. S. has been published by Barron's Educational Series, Inc., Great Neck, New York. Details of more than 700 colleges, admission requirements, control, campus facilities, and so on, are covered, with alphabetical, regional and religious affiliation listings. \$2.98 paper, \$4.95 cloth.

What Tests Can Tell About You offers students a realistic view of what psychological tests attempt to do, and gives other ways in addition to testing, in which they can acquire the information about themselves needed to make better decisions. Booklet is part of Science Research Associates Guidance Service Series. *Your Future in the Fashion World*, 130 pp.,

covers both the designing and business sides of fashion. Thirteen chapters, each by an expert, deal with separate facets of the field. More information from Fashion Group, Inc., 9 Rockefeller Plaza, New York.

A mid-morning coffee discussion, an alert newspaper reporter, and unexpected response were ingredients which went into the making of an interesting book by two California teachers, *Dates You Should Know*, sub-titled "Milestones in American History." An inquiry by the reporter on the most important dates in American history, casually answered by a list of about a dozen, appended by the remark that there were at least 30 or 40 more, went into a "filler" newspaper item and led to a totally unexpected request from readers for "the complete list." Dr. Clair E. Nelsen who had been at the original discussion, decided a book was the only possible answer and set to work with the help of another participant, Dr. Francis Wiley. Dr. Nelsen's theory that the obvious dates are not the only important ones, has gone into the making of an unusual book. 138 pp., \$3. Pageant Press, New York.

—*Television in the Lives of Our Children* by Wilbur Schramm, with Jack Lyle and Edwin B. Parker. Discusses effect of television on 6000 children studied in ten American and Canadian communities and gives additional information collected from over 2000 parents and educators. Excerpts of book are scheduled for reprinting by several national magazines. Stanford University Press.

—*Teaching by Television*, Second Edition, incorporating recent developments in ETV. Available from Ford Foundation, Office of Reports, 477 Madison Avenue, NYC 22.

—*Future of Mankind*, by Karl Jaspers. American publication of book which won Professor Jaspers the German Peace Prize at 1958 Frankfurt Book Fair. 368 pp., \$5.95. University of Chicago Press.

—*Financing the Public Schools*, by Roger A. Freeman (Not the Johns & Morphet book of the same title reviewed in December 1960 CTA Journal.) Author is chairman of the Committee on the Financing of Public Education of National Tax Association, and member of Advisory Board of the Tax Institute. 440 pp., \$5. Institute for Social Science Research, Washington 5, D. C.

—New paperback edition of *The Golden Treasury* (Palgrave) again wisely expanded by Oscar Williams. 576 pp., 75c. New American Library, New York.

Coordinated Use of Materials Predicted

In a recent Chicago speech, Edward E. Booher, president of both McGraw-Hill Book Company and American Textbook Publishers Institute, had this to predict: "Educational publishing" will replace "textbook publishing;" publishers will be even more completely staffed with education specialists, and will assume more responsibility for research and innovation in educational materials than at present; educational materials of the future will have more student motivation built into them; and, because school systems will grow even larger, they will use on a much larger scale, cooperative and coordinated educational materials and devices.



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Coe Fellows will select two of the following courses, each of which carries three semester units of graduate credit:

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SO YOU WANT TO BE AN ADMINISTRATOR?

(Continued from page 24)

tivals, playdays, intra-mural programs, testing programs and kindergarten programs. They complete reports, inventories and forms on educational materials and supplies, enrollment projections, class lists, furniture, civil defense, evaluations, budget, tools and schedules. They otherwise engage in citizen's committees, county committees, conventions, research, handbooks and experimentation. The list is endless.

My experience as a vice-principal proved to be the single most valuable factor in preparation for a leadership role. My close personal contacts were now fellow administrators. I knew the school board members by their first names, and indeed, presented material to them. Administrators' meetings were like all others, except they were longer and the coffee was not free.

In the general area of intra-personal relationships, teachers seemed to fall into three distinct categories: those who became hostile for no apparent reason other than that I was now an administrator; those who became "super-sweet"; and those whose attitude did not change.

There are office politics in any job, and part of the administrator's role involves an ability to adjust to other people. The task of making decisions that will meet with the approval of most is a mistake. Decisions should be in terms of the democratic concept of the greatest good for the greatest number. Sooner or later each staff member will feel thwarted, usually rightly so, but the good administrator earns the respect of his staff through integrity.

The vice-principal functions in the twilight of the teacher's day and the principal's night, a whipping-boy for both, but redeemed by the prospect of dealing directly with problems in a school of his own.

As a Principal

As a principal, I was initiated into the time press as I had never known it to exist. Frustrations developed as I turned from partially-completed jobs to ones not done at all. Abstract and hackneyed phrases such as "burden of responsibility," "thinking on your feet," and "pressure-deadline" bore in with a revealing impact.

Just remember: school business is the biggest business in town. It deals with the greatest number of people, handles the largest funds, extracts the largest

percentage of taxes, feeds more people than the largest restaurant, is the center of civic and recreational activity, and concerns itself with the country's most precious commodity—its youth.

I will omit the standard and onerous description of the principal's role in today's schools, and instead offer a few examples:

On my desk at the present time is a furniture order based on an educated guess of next year's anticipated enrollment. There is a set of schedules to be revised, three scribbled curriculum ideas, seven phone calls to be made on selected short subjects. There is an item for the PTA president, a contact to be made with the police department, a memo to the recreation department, some test scores to be compiled.

There are notes of impending meetings, two pounds of "trash" mail, and a large volume of "lower level" materials which cannot be probed lest we find some critical and unconsidered item pertinent to the welfare of the school operation.

During the past few weeks, a parent has complained that she would never have moved to town had she known there would not be school bus service to the door; I have chased harmless old men from the playground; sent 15 pupils home in four days with temperatures over 101°; the plumbing backed up into the multi-use room; and a woman phoned that her husband had threatened to kill her and was coming to the school to get the kids.

From this maze of remotely related business, I have come to some early convictions about school administration. A principal must operate from the premise that schools are constructed primarily for the benefit and growth of children. They are not built for the convenience of administrators, teachers, parents, or non-certificated personnel.

We all have areas of personal or professional immaturity, a constant and relative factor. Therefore, administrative demands must be made within the realm of reasonable expectations, with a little compassion for human foibles thrown in. Communities must be included, of course, in the leading issues facing today's education, but a school district's internal affairs must be dealt with by the district itself.

A good administrator defends his staff against unwarranted attacks; he must know what constitutes effective teaching practice, he must be able to evalu-

(Turn to page 43)

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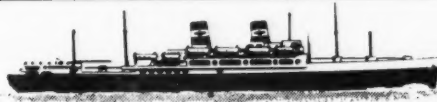
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Fellowships and Grants Aid Many Students

The U. S. Office of Education has announced 23 grants at a total cost of approximately \$1,000,000 for research in the uses of new educational media to improve instruction in public elementary and secondary schools and institutions of higher education. All grants were recommended by the Advisory Committee on New Educational Media and approved by the U.S. Commissioner of Education. California projects include:

—\$100,000 to University of California at Los Angeles for a 24-month study which began January 1961 of the basic properties of automated teaching systems.

—\$107,000 for a 31-month study at Stanford University of sound film recordings in improving classroom communications.

—\$11,413 to University of California, Berkeley. Twelve-month study of the effectiveness of film for demonstrating and conceptualizing geometric figures and loci in free space with the use of the hands and verbal description.

—\$2,875 to University of Southern California, for an experimental investigation of the instructional and administrative efficiency of the various observational techniques in the introductory course in education.

—\$88,283 to Systems Development Corporation, Santa Monica. For development and evaluation of self-instructional materials for under- and over-achieving students.



The Procter & Gamble Company has announced its entry into a new field of educational support by giving \$75,000 a year to graduate schools of education. The gift, which is in addition to more than \$1,000,000 which P&G gives each year to higher education, was announced by Neil McElroy, P&G chairman and former U.S. Secretary of Defense. The California school selected is Stanford University's School of Education.



A \$95,000 grant from the Fund for the Advancement of Education has assured regular status for the Junior College Graduate Internship Program at the University of California in Berkeley. A

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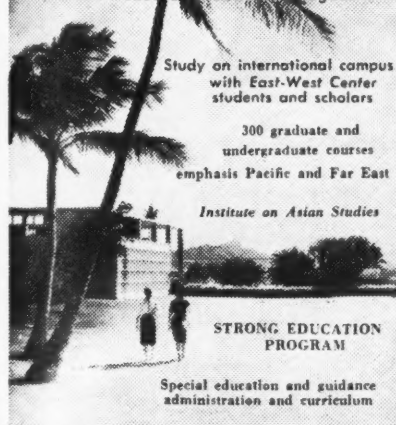
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similar grant from the Fund in 1959
established the Internship Program as
an experiment.

★ ★ ★ ★

Sacramento State College has re-
ceived a National Science Foundation
grant of \$60,000 to conduct a summer
institute in science and mathematics.
The Foundation has also awarded a
\$32,300 grant to San Fernando Valley
State College for the same purpose.

★ ★ ★ ★

Scholarships

The State Scholarship Commission
has published a 4-page pamphlet de-
scribing the California state scholarship
program, since this program represents
a new departure in higher education en-
deavors, and because legislators and
educators in other states have expressed
interest in the California program.

The School Library Association of
California, which maintains a Memorial
Scholarship Loan Fund, is again offer-
ing \$200 loans available for prospective
school librarians attending any A.L.A.
accredited library school. Applicants
must have spent one year in California
and plan to work in California schools.
Information from Dorothy Smith, 4612
Virginia Avenue, Long Beach 5.

The Delta Kappa Gamma Society has
announced its ninth Educator's Award
of \$1,000 for outstanding books in edu-
cation written by women between
April 1, 1960, and April 1, 1962. All
books submitted for the Award must be
in the hands of the judges not later than
May 1, 1962. Complete information on
the award from Delta Kappa Gamma
Society, 416 W. 12th St., Austin 1, Texas.

U. S. Office of Education has reported
that 140,281 loans totaling \$59.6 million
were made to college students between
February, 1959, and July 1, 1960, the
first 17 months of the National Defense
Student Loan program. Since partici-
pating colleges and universities contrib-
ute \$1 to the fund for every \$9 in federal
money, total NDSL funds available
were \$78.6 million. Number of Califor-
nia institutions participating in 1959
totaled 80, in 1960, 94. Total amount
loaned both years: \$3,847,127.

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of education. The Corporation's 1960 Report, "A Pledge to the Future," gives an over-all account of the development, accomplishments, and impact of the Merit Program since it was developed. Here are some of the findings:

—In the period 1956-60, 3,937 students have been named Merit Scholars. An additional 536 have held Honorary Merit Scholarships not accompanied by financial grants because the students accepted aid from other sources.

—The 4,473 Scholars have come from 2,420 different high schools.

—In 1956, more than 10,000 high schools participated in the program. Today, about 15,000 high schools participate.

—The number of corporations, foundations, associations and individuals sponsoring Merit Scholarships has grown almost five-fold.

—The number of sponsored scholarships offered annually has increased two-and-one-half times.

—Almost 80 per cent of the 461 Merit Scholars who received their degrees in 1960 or before were graduated with academic honors.

—More than 60 per cent of the graduates were elected to one or more national academic honor societies.

—Three out of four former Scholars are now enrolled in graduate or professional studies, and nearly eight out of ten hold a fellowship or assistantship.

SUMMER SESSIONS...

(Continued from page 29)

The Southwest Regional Conference sponsored by NEA Department of Classroom teachers will run April 20-22, at Phoenix. Minnie Garff, Salt Lake City, is responsible for conference plans. Purpose of conference is to help classroom teachers develop skills as instructors and as active leaders in the professional association. Thursday night opening session will be addressed by Mrs. Buena Stolberg, CTD president. Dr. Thomas Clemens from U. S. Office of Education will be keynoter.

Fourth annual Health Education Workshop will be held at Ventura College July 31 through August 11, under the direction of Dr. Claude Cook. Two units of residence credit are offered for successful completion of the 2-week course. Emphasis is to be on exploration of information available in such health areas as cancer, heart disease, alcohol and narcotics, mental health and the like.

Department of Speech, USC, will give a 6-week symposium in oral interpretation, June 19 through July 29. Symposium will focus on post-war literature which presents unique problems in analysis, and requires distinctive skills in oral presentation.

University of California, in cooperation with National Science Foundation, will present seven summer programs for high school teachers of science and mathematics. Each institute includes special courses, laboratory work, seminars, field trips and other activities. Information from University Extension, Berkeley.

A plan of education for teachers offering reduced tuition fees is scheduled for the 1961 summer quarter of the Graduate School of Education, University of Chicago. The reduction of more than 30 per cent of the tuition fee will be given to practicing teachers, students currently enrolled in the department of education, or those with contracts to commence teaching in 1961-62 for any course of nine weeks or less duration. Complete information from Office of Public Relations, University of Chicago.

Summer work conferences at Teachers College, Columbia University, will cover: Today's Children in Kindergarten and First Grade; Individualizing Reading Instruction; and Creativity and Teaching. Complete information from Professor Alice Miel, Box 508, Teachers College, Columbia, New York 27.

Courses and institutes on adult education will be conducted at Indiana University this summer, providing advanced study opportunities for students of many educational or occupational backgrounds. Graduate courses will cover The Adult Citizen, A Survey of Adult Education, Processes and Procedures in Adult Education, Research in Adult Education, as well as many other phases of adult education. Complete information from Bureau of Studies in Adult Education, Box 277, Bloomington, Indiana.

The 20th annual Short Course in Photojournalism will be held at Kent State University, June 13 through 16. All phases of photography, including press, industrial magazine, and television, will be included. Information from Kent State University, Kent, Ohio.

University of Denver summer session will include a workshop on "The Challenge of Technology to Administrative Planning in Education." Information from University of Denver, University Park, Denver 10. ★★

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GLENN E. CARTER, assistant vice president and public relations head of Bank of America—and a member of CTA's public relations advisory panel, is shown receiving a citation from Los Angeles city schools for distinguished service to the city's junior colleges. Presenting the plaque are **Walter Coultas**, right, associate superintendent; and **T. Stanley Warburton**, administrative head of junior college program.

SO YOU WANT . . .

(Continued from page 39)

ate what goes on in his classrooms. Finally, a good administrator must recognize that he cannot operate a plant by himself. Productive school work is essentially a team effort.

The characteristics of an effective educational leader might be described in terms of his responsibilities. He has responsibilities to his superiors, his professional associates, the non-certificated members of his staff, and chiefly the pupils. He also has a responsibility to the parents of his community, and society as a whole, and certainly a responsibility to his profession and to himself. By accepting these responsibilities, he brings vigor, interest, and perspective to the school, resulting in a broad and improved school program.

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115. **Reprint**: "Presidents of the United States" up to and including John F. Kennedy from the 1961 World Book Encyclopedia. (Field Enterprises)

128. **Information** on teacher tour of Alaska, including sightseeing Fairbanks, Anchorage, Nome, Unalakleet, Mt. McKinley Park and visits to native, mission schools, University of Alaska. (Alaska Airlines)

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51. **Pictorial Nature Map**. A 24" x 36" 5-color map of the United States illustrated with the 50 state birds, trees and flowers. Also includes information on national parks, fishes, mammals, amphibians and reptiles. (Standard Oil Company of Calif.)

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editorial postscript

HISTORICAL NOTE: One hundred years ago this month the first blood was shed in the Civil War, the New York and Massachusetts regiments went into action, Fort Sumpter fell, and Lincoln proclaimed a state of war and blockade of all ports from South Carolina to Texas. The President had been in office only one month and the Battle of Bull Run was still three months away.

BURDEN IN DISGUISE is the overuse of "external" testing programs, said Charles C. Holt, reporting on the NASSP-AASA study. Committee discovered "too much duplication, teaching directly to tests in the scholarship mania, college prestige ratings, and high costs to students." One principal said, "We are expected to participate. Other schools do, so we must."

LARGEST of California's junior colleges is L.A. City College with 19,295 enrolled. Largest of the 14 State Colleges is San Francisco with 17,638; San Jose and Los Angeles are not far behind.

NEARLY 400 BILLS pertaining to the public school system and the teaching profession have been introduced in the 1961 session of the California Legislature. Action on bills in which CTA has an interest is reported weekly in *Legislative Letter*; unfortunately, the *Journal's* deadlines will not permit timely coverage here.

TORNADIC FORCES which are altering our economic and political theories, as pointed out by Martin Essex in an AASA speech, are characterized by "thirty million Americans changing addresses every year, small communities swallowed up by metropolitan complexes, science shattering the bounds of time and space, automation revolutionizing whole industries, and ideological college students revolutionizing whole countries." Recognizing these violent changes, educators should expect the waves to rush over them, too.

LETTER FROM TOKYO: Masao Seki, secretary-general of Association of Pen Friend Clubs, in not-too-perfect English, pleads for names of American children who would like to correspond with Japanese children of the same age. Teachers who wish neatly printed prospectus and references may write PFC

at Azabu P.O. Box 1, Minato-ku, Tokyo, Japan.

"WE MUST GUARD AGAINST the tendency to characterize as Communists those who merely disagree with us or who advocate unorthodox or unpopular beliefs. When anyone is erroneously branded a Communist, it not only constitutes an injustice to the individual but also helps Communism by diffusing the strength of anti-Communist forces."—J. Edgar Hoover

IN OUR EFFORT the last seven months to find "what's new in education," we scored successes on teaching machines and instructional television but those issues designed for more abstract treatment created a vast silence from readers. Can it be that there is really nothing new in teaching ideas—just new name-tags? Or are we so impressed by technology in this wonderful world of gadgetry that the *obs* and *abs* about our electronic teammates remain clearly audible? In this issue we have little that can be called new, but much we may claim as newsworthy. Next month, bringing the series to a close, we will stretch again, shifting our sights to "the future of education."

Journal

Teacher Talk



"What's the matter, Joe? You look beat."

"Yes, I'm beat all right. Three sets of term papers, quiz papers to grade, and now these darned questionnaires. I feel just like the students. They say 'What's all this jazz about education for leisure time? What leisure time?'"

"Joe, I don't like to kick a man when he's down, but I've got news for you. In case you don't know it, you've got a very easy life, and it's going to get tough. Mr. and Mrs. Public have been asked to pay a higher tax rate so they can offer you a better salary schedule, and then they notice that you teach fewer than half the days in the year, 176 out of 365 to be exact. And Mr. and Mrs. P. don't like it. They recognize that you are entitled to a living salary, but they think you ought to work more to earn it, and here you are wilting under the present load. What would you do with an eleven-month schedule?"

"You'd be surprised how fast Joe's energy level would pick up if that pay check fattened up. Somehow the job seems lighter when the compensation is adequate. Joe won't be tired when the raise comes through. But what's all the fuss about putting in more school time? A few years back we were told that the most serious problem facing us was the need to educate for the

These quotes represent divergent views which might be heard in any faculty lounge—on the theme suggested by this Journal issue. They are written each month by Donald W. Robinson, teacher at Carl-mont high school, Belmont.

proper use of leisure time. Since then our industrial efficiency has been improved, and our leisure time has been increased, but suddenly they start pointing fingers at the schools and saying, 'You've got to work longer hours; you're not earning your salt.'

"Do they think that by making school more of a grind they're going to outwit the Communists or find a haven in space sooner? The best use of time, for teachers or for students, isn't necessarily going to be achieved by more prescribed use of time. Better teaching, maybe, more efficient use of our time through better use of machines, clerical aides, and all the proposals we've been talking about for months, but not the old-fashioned slave-driver tactics of piece-work pressures.

"Let's continue to do our best to teach the kids to work hard, play hard, and utilize leisure time, not throw it away. But let's not put on the screws and proclaim year-round school just when we are learning to accept the concept of self-directed leisure. More efficient learning, yes; more weeks of prescribed school attendance, no."



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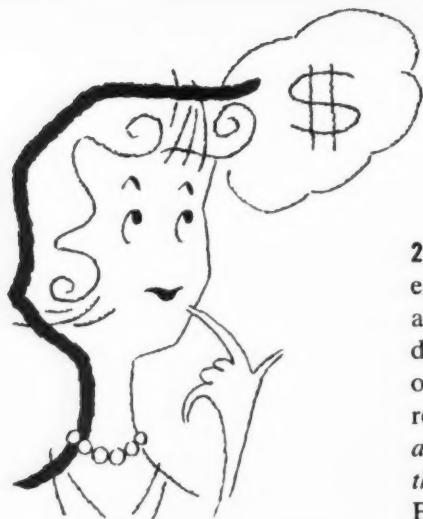
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